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## IN THIS ISSUE

Information Base of Higher Education in India	
Educating the Educators	6
Youth in India	11
<b>News from Universities</b>	
National Seminar on Geophysics	17
New Courses at Punjabi University	17
<b>Agriculture</b>	
IIT-ICAR Collaboration for Farm Research	17
Promotion of Mushroom Cultivation	17
Farm School on AIR Contact Programme	18
<b>Sports News</b>	
NIS Branches for all States	18
Varsities Hockey Team for GDR	18
<b>AIU News</b>	
Inter-Varsity Youth Festivals	19
Theses of the Month	21
Additions to AIU Library	23
Classified Advertisements	24

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are those of the contributors and  
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## Information Base of Higher Education In India

K.K. Balachander

Education, after Independence, has become one of the largest organised activities in the country—both in terms of size and outlays. It is now widely accepted that expenditure on education is investment, promoting the long-run growth of the economy. Expressed as a percentage of the Gross National Product (GNP), the expenditure on education rose from 1.3 in 1950-51 to 2.6 in 1960-61, and to about 4 per cent in 1980-81. That education has become one of the key sectors of public concern can also be seen from the fact that by and large, most of the Indian States have been allocating an increasing percentage of their revenue expenditure to education. On an average, the States spend about 25 per cent of their revenue expenditure on education. Thus the rapid expansion of the education system has been accompanied by equally rapid, or more increases in the proportion of public expenditure devoted to education. Higher education, particularly, has been relatively the faster growing part of the educational system in India—both in terms of enrolment and expenditure. For example, in All-India, the proportion of higher education enrolment to total enrolment in education increased from 1.66 per cent in 1950-51 to 4.84 in 1975-76. The share of direct expenditure on higher education in total direct expenditure on education as a whole, increased from 19 per cent in 1950-51 to 26 per cent in 1975-76. In the Indian States too, the above trend could be witnessed. The Government, both at Central and State levels, has played an active and major role in the development of higher education.

In 1980-81 with 140 universities and deemed-to-be universities (with several teaching/research Departments) and 5500 colleges (accounting for a total enrolment of nearly 4 million), and an annual expenditure of over Rs. 500 crores (1975-76), higher education had become a truly large system. Enrolment is currently growing at the rate of about 7 per cent per annum. The percentage of population involved directly in high education—as students, teachers, research personnel, administrative staff and planners (and indirectly as publishers, authors, booksellers, suppliers of equipment and appliances, furniture and other items)—has been fast increasing. Consequently, there has been a great interest and noticeable effort at research on different aspects of higher educational development among academicians and research scholars especially in universities.

### Limitations of Available Data

A basic difficulty faced by researchers in examining the different aspects of growth and financing of higher education in India is lack of adequate and systematic data. Many scholars have drawn attention to these lacunae, but the problem remains unresolved.

According to Gunnar Myrdal (*The Challenge of World Poverty*), what is urgently needed in the field of education in less-developed countries like India is very much improved statistics, focussed on the crucial aspects. In fact, this should have higher priority than, for instance, even demographic studies. Myrdal further states:

“When . . . the educational statistics are probably even less satisfactory

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than statistics in almost every other field pertinent to underdevelopment and development, the explanation is, in part, an astonishing carelessness in stating and applying clear definitions, though they should not be too difficult to conceive. In part, also, it is simply the great scarcity and often the absence of comprehensive observations and calculations... In both respects there are opportunistic interests best served by having the actual situation unrevealed or at least presented in a way that does not raise thoughts about the need for a radical change of educational policy."

Detailed data about the different aspects of higher educational development for All-India and the States (and Union Territories) are available mostly in the Reports brought out by the Ministry of Education (now Human Resource Development) at the Centre, the Directorates of Education in the States, the University Grants Commission, and the Planning Commission. The data from these sources have however been presented in such a manner that there are wide variations and ambiguities in the format as well as classification and definition of concepts. A thorough understanding on the part of the researcher about the various concepts is necessary; otherwise a lot of confusion may arise in their use in research studies. Special efforts are needed to get the precise enrolment figures according to stages or levels of education and the different categories such as General, Professional and other (higher) education. For example, there is a wide difference between the enrolment figures given in *Education in India* (Ministry of Education) and UGC Reports. The figures given in the former are very much on the higher side. This may be due to the fact that the enrolment dealt therein includes not only enrolment in institutions of higher education like universities and their affiliated/constituent colleges, deemed-to-be-universities, institutions of national importance and research institutions, but also enrolment in those institutions which are not affiliated to any university (but recognised), and those affiliated to the U.P. Intermediate Board, the minimum admission requirement wherein is matriculation or equivalent. Thus enrolment in all recognised institutions providing education of 'post-matriculation' standard—general, professional and other education—are covered, as per the classification adopted in *Education in India*. On the other hand, in the classification adopted by the University Grants Commission in its reports, enrolment in institutions like junior colleges and those offering diploma/certificate courses are excluded. Similar difficulties may arise also with regard to data on finances and their sources of origin in the case of different institutions. In India, the sources

of decision-making and planning of funds for higher educational development are found in a loose series of inter-relationship among the Planning Commission at the Centre, the Union Ministry of Education (now Ministry of Human Resource Development), the University Grants Commission, the State Ministries of Education and several institutions of higher education spread throughout the country, such as universities, deemed-to-be-universities and colleges for general, professional and other education. The procedures of grant-in-aid differ from one agency to the other, and from one State to the other. Even in the case of the same grantor, the grants-in-aid rules are different for different grantees and different purposes for which grants are made. Due to lack of coordination between the different grant-giving authorities and clear demarcation and responsibility between them, compilation of data in a planned and systematic manner, especially on the financing aspect, has become quite an arduous process. So far no serious attempt appears to have been made to bring together the data presented by different agencies in a common form, or within one fold, which will enable researchers to make accurate studies. A great deal of difficulty is also caused by changes made in different Reports in respect of classification, terminology methods and formats, of and on.

There is also a disproportionately long time-lag in producing some of the Government Reports in print, particularly the *Education in India*. This long time-lag (6-7 years) makes the data out-of-date; hence studies based on it have become more of historical significance than of current relevance. One is unable to understand why such a long time is required to bring out the Report even though the relevant data for a particular year could have been collected immediately next year. Promptness on the part of the authorities in this respect would make the data of current relevance to researchers and policy-makers.

### Education in India

The annual publication *Education in India* (brought out by the Ministry of Education, (now Ministry of Human Resource Development, Government of India) is a rich source of data on education, and is found to be very useful to researchers on higher education. Data about the various aspects of higher education for individual States (and Union Territories) are available in this publication—such as on enrolment (at undergraduate and postgraduate levels), number and types of institutions, sources of income towards direct expenditure on higher education, objectwise (or item-wise) distribution of direct expenditure, number of

teachers in various institutions, etc. Many researchers rely on this annual publication for facts and figures on higher education. In the annual UGC Reports, the information given mostly pertain to enrolment in universities and their affiliated/constituent colleges (also facultywise) and the UGC grants provided to them for different activities. However, the *Education in India* suffers from a number of limitations:

(a) Data on enrolment are given categorywise, i.e. number of students receiving (a) general education, (b) professional education and (c) other education, *irrespective* of whether the pupils were in colleges, university/teaching departments or other institutions. At the same time, direct expenditure is given institutionwise. Even here, it is not given by type (category) of higher education in the case of Universities, Institutions-deemed-to-be Universities, Institutions-of-National Importance, etc., while (direct) expenditure on colleges are given separately by type of higher education (e.g. medicine, engineering, law, teacher education, etc.). In the General Education category of colleges, Arts and Science are clubbed together. The 'Commerce' discipline has been put under 'Professional Education' category while in Reports brought out by other agencies, it comes under General Education (Arts) category.

(b) Data on expenditure has two parts: (i) Direct Expenditure. and (ii) Indirect Expenditure. Direct expenditure consists of expenditure on three major heads: (a) salaries of teaching staff, (b) salaries of the other staff, and (c) expenditure on equipment and appliances, and (d) 'other' items of a recurring nature. The break-up of the last item i.e. 'other items' is not shown separately. Even with regard to salaries of other staff, it has not been stated whether it consists of salary expenditure on only supporting administrative staff, or it includes also other 'non-teaching' staff such as research staff, etc. Besides, direct expenditure is given according to the levels of education such as primary, secondary and higher education. Data on indirect expenditure, which consists of expenditure on direction, inspection, buildings, furniture, scholarships, hostels and other miscellaneous items, are however not available by levels/types of education; it is given only in aggregate (all levels of education combined together). Hence it is non-allocable to the different levels of education. Due to this limitation, for estimation of

per student finances, only direct expenditure can be taken, and not direct and indirect expenditure together. Hence, these figures do not indicate how much is spent on the whole on each student. While it is true that there is some difficulty in apportioning some items of indirect expenditure such as 'direction and inspection' to each type of institutions, expenditure on scholarships, hostels, furniture, etc. can be apportioned because the requirements of different stages, regarding them, can be clearly known and there cannot be much difficulty in determining the expenditure on these items towards the students in different stages. There is a difficulty about the further breakdown of the items consisting of direct and indirect expenditures. For instance, one may be interested in knowing what are the various heads of expen-



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ditures under the item 'Others' in indirect expenditure.

- (c) The *Education in India* series, from 1971-72 onwards, took an abridged form and consequently the manner in which the information presented has been different from the earlier issues. For example, the break-up of income from different sources is not as detailed as it was in the earlier publications; data for income from 'fees' and income from 'endowments, donations, other sources, etc.' which were available till 1970-71 separately, are clubbed together from 1971-72. If they were given separately, more detailed studies on the role of each of the private (non-governmental) sources of finance could be undertaken. The different components of fee contribution (such as tuition fee, examination fees, etc.) also need to be indicated separately. All this will help not only towards a better understanding of the extent of dependence of the higher education sector on different sources, but also in knowing whether the shortfall in one source is being fully compensated for by increased efforts from other sources. Such an analysis becomes important particularly in the context of higher education system where a multi-source financing pattern is pursued. With regard to government financing, the contribution made by Central and State Governments, if given separately, will enable to bring into sharper focus the role of these two public agencies in the development of higher education.
- (d) It is possible that there is some over-estimation in enrolment figures presented in *Education in India*. For schools and colleges, the factors for over estimation may be different. The extent of over estimation for different levels and types, is likely to be different. As Governmental assistance and subsidies are frequently linked to enrolments, the institutions, while reporting enrolment, might have given it in an upward direction. Besides enrolment data refer to registration and not to actual attendance.
- (e) One peculiarity of educational accounting (as in *Education in India*) is that the 'credit' and 'debit' sides are kept balanced so that the figures for 'total income' and 'total expenditure' are the same. The two terms are inter-changeably used, the latter (i.e. expenditure) being used oftener. How the gap between income and expenditure in the different institutions is met is not shown.

Has it to be guessed that it is being covered from 'income from other sources'? One may be interested in knowing what are the other sources of funds available towards direct (and indirect) expenditure on higher education, institutionwise.

### Other Sources

The utility of higher educational statistics can also be greatly enhanced by collection of the income and expenditure data of universities (and their affiliated/constituent colleges) and presenting them in a uniform format every year. The crucial roles that Government grants (Centre and the States), student fees and contributions from other sources such as donations, endowments, etc. play in the development of higher education can be better brought out if such micro-level data are made available. In fact, the Education Commission (1964-66) had suggested the presentation of data in such a manner. The official publication *Education in Universities in India* besides giving data relating to enrolment, provided details of Income and Expenditure (recurring and non-recurring) of universities and their constituent/affiliated colleges (considered as one unit), and the distribution of income by sources such as (a) Central Government, (b) State Government, (c) Local Boards, (d) Fees, (e) Endowments, and (f) Other Sources. This annual publication of the Ministry of Education was a very important source of data, but it is available only for the period 1947-48 to 1965-66. *University Development in India : Basic Facts and Figures* issued by the University Grants Commission, though useful, is limited in scope and irregular in appearance.

A better understanding of the growth and financing of higher education at the micro level can be obtained from the case studies of some universities sponsored by the Indian Council of Social Science Research. These micro studies, among other details, give basic facts and figures of university enrolment, its income and expenditure over the years, per student expenditure in different disciplines, etc. From these Studies, it will not only be possible to analyse the various aspects of financing of the institution, but also to develop some general principles of resource mobilisation and resource utilisation. Case-studies of different universities will also enable making comparative studies of university finance. For example, the findings of a Study (conducted by Dr. Panchamukhi on behalf of the ICSSR) on the finances of one of the oldest universities in India, the Bombay University, may hold good for many other universities. The two Studies conducted by the Association of Indian

Universities (*University Finance—A Statistical Profile*, 1978 and *Institutional Costs of University Education*, 1980) and the Study conducted by the Sardar Patel Institute of Economic and Social Research, *Optimum Utilisation of Educational Expenditure in Gujarat*, 1978, provide useful information to researchers in the field. The AIU publication '*University Finance—A Statistical Profile*' gives detailed income-expenditure data for 64 universities for the year 1974-75. Attempts should be made for publication of such information for later years. If a commonly agreeable format is devised, the universities can supply the necessary details on a regular basis every year.

#### **Need for Sound Information-Base**

The shortcomings of information-base of higher education do limit carrying out of research studies on different aspects of development of higher education with a fair degree of accuracy. The Report of the *Review Committee of the University Grants Commission* (Government of India, 1977) had stated that it is very essential that "a sound knowledge base, including statistical information, is built" in the country and consistent research conducted on various aspects of higher education (The Committee had devoted a full chapter

for "Research, Planning and Evaluation" in its Report). The problems of growth and financing of higher education in India have been attracting considerable interest among academics. Establishment of suitable organisations, both at Central and State levels, for continuous pooling of statistical information and presenting them in a planned and systematic manner, can help researchers in the field to make exhaustive and useful analysis in future. This will in turn help evolving long-term strategies for the development of higher education and make the task of the changing role envisaged for the higher education sector in the years ahead easier and meaningful. It will be helpful if these organisations—consisting of adequate number of experts and other supporting staff—maintain close linkages with the university research departments (say in Economics, Education, Psychology, Sociology, etc.) and State Directorates of Education. Considerable amount of research in this area has been, and is being done, in some universities. Separate Research Cells in 'Economics of Education' have been in existence in the University of Bombay (Department of Economics), the M.S. University of Baroda and the Association of Indian Universities. With the assistance of these university research departments and other institutions, useful indepth research studies can be undertaken. □

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### **ALL-INDIA SEMINAR ON "INTEGRATED RURAL DEVELOPMENT PROGRAMME"**

Under the auspices of the University Grants Commission, New Delhi, an All-India Seminar on "Integrated Rural Development Programme — Its Impact on the Upliftment of the Weaker Sections" will be held from 27th to 29th September, 1986, at Bishop Heber College, Tiruchirapalli. Teachers of Colleges/Universities offering courses in Social Work are eligible to apply. Final Year Students of Post-Graduate Course in Social Work are also eligible to apply.

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Selection of participants will be on first-come first-served basis. Selected participants will be provided free accommodation in the College hostels and they will be eligible for TA/DA at UGC rates applicable for such seminars.

July 25, 1986.

**Prof. D. Swamiraj**  
**PRINCIPAL**



# EDUCATING THE EDUCATORS

Pradeep Kumar Srivastava\*

Shri K.C. Pant, the then Union Education Minister observed in his foreword to the document 'Challenge of Education—a policy perspective' that, "A policy takes concrete shape only in the process of implementation. If those involved with programme planning, resource allocation and the actual operation of the teaching learning process do not understand their tasks or take these casually, no worthwhile results can accrue." Teachers constitute one of the most important variable for implementing successfully the New Education Policy. It is, therefore, worthwhile to evaluate the roles of teacher and the *modus operandi* of teacher education in the light of policy framework.

The teacher is the pivot of the society in the sense that responsibility of building a nation is assigned to him. The teachers are responsible for shaping and sharpening personalities of children into fully bloomed citizens with all the competence, virtues and values to face life boldly and invest all their energies in the development of the nation and welfare of humanity. The progress of human society upto the present level of civilization was possible only due to the wisdom, ideas and experiences given by immortal teachers of human history, from every part of globe, who sacrificed everything best of their lives for the welfare of humanity. The highest revered place, since ancient times, for teachers is due to the nobility of their action and behaviour in lighting the lamp of learning in children and removing the darkness of ignorance from their lives. It is the teacher who brings out and nurtures what is best in a child's personality, enabling him to realize his potential. A teacher's role does not end with imparting instructions and preparing students for examinations. His real role starts with motivating and inspiring his pupils to realize and reach highest peaks of their natural potentials and ends with their using these potentials for the welfare of humanity. The teacher is the conservator of what is best of the culture for the nation and humanity as well as a catalyst for changing the irrelevant part of human culture. Henry Adams, the historian-philosopher, observed that "A teacher affects eternity; he can never tell where his influence stops".

In the international context a teacher has to fight against the stockpiling of nuclear arms, preparations for star wars and every other new innovation which may

endanger the existence of human race on the earth. He has also to resist exploitation of one nation by another, of one human being by another in the name of caste, colour or creed.

In the national context a teacher is expected to :

- (a) impart instructions in his subject of specialization;
- (b) fulfil the duties connected with organization of co-curricular activities, evaluation and other assigned roles for realizing the goals of the institution;
- (c) help students in self-learning and preparing and providing them lists of sources of knowledge;
- (d) engage in research to search for solutions to the problems of immediate environment as well as for advancing the funds of knowledge;
- (e) impart a sense of national pride, a sense of responsibility, civic and social sense in future citizens;
- (f) inculcate in students the values of democracy, secularism, and socialism; and
- (g) help the nation realize for its citizens, the basic tenets of Constitution, namely, freedom, justice, equality and fraternity.

The roles expected of the teaching profession impel us to analyse the contemporary situation in which a teacher has to perform his assigned roles. The existing scenario presents many disconcerting tendencies. One of the most disturbing trends is the poor recruitment criteria for selecting new entrants to the profession. Teaching profession is the last choice in the priority list of available professions in the market. A large majority of new entrants do not possess even required knowledge, aptitudes, attitudes and skills basic to this noble profession. What is more, a large number have no inclination to, acquire and fulfil the professional requirements. This unmotivated lot offer every possible resistance in the acceptance and implementation of new ideas, innovations, experiments or policy, as it will require changes in all aspects of their personality. Inbreeding at universities, one of the resultant effects of the poor recruitment criteria, is negation of the very concept of excellence in institutions of higher learning.

This noble profession of teaching is withering due to the development of politicised trade unionism. All political parties may be held responsible for infusing politicised trade unionism in teaching profession.

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**Why should the Government allow a situation to so deteriorate as the teachers have to stand on streets to raise banners and slogans to press for acceptance of their genuine demands? Every genuine grievance must be looked into by a genuine machinery to be created in every institution.**

Poor economic conditions of a large majority of teachers create discontentment and alienation from work. Rs. 50 per month, as pension to a retired primary school teacher is against all norms of welfare state—when Government itself declares revised poverty line below the annual income of Rs. 6400 for a family of five. The phenomenon of running “tuition shops” by teachers arises from the economic hardship of teachers. Another shortcoming of the whole set up is the absence of accountability. Whenever there is a talk of making or drafting a code of conduct for teachers, the prophets of doom start their vehement opposition to draft such a code. The political elements of different ideologies in teaching profession launch their campaign against such a code of behaviour and action as it will adversely affect the vested interest of their mentors. For the progress of the nation and for utilizing the inherent energies of future citizens for welfare of one and all, it is important that teachers are made accountable. This however applies to all segments of society. The dream of the Father of the Nation, Mahatma Gandhi, of making India into a utopian state cannot be realised by making only teachers accountable and all owing other sections of society go scott free.

Another handicap disturbing the teaching profession is the absence of even essential facilities in large majority of educational institution and the unmotivated lot of learners.

The education of educators is the most neglected aspect of whole set up of teaching profession. What worth is the procedure of selection of candidates for teacher education, when they have no inclination, motivation, interest, aptitude or a will to succeed in teaching profession by acquiring required knowledge, attitudes and skills. What is missing in the large number of selected candidates is sincerity, a sense of responsibility and the will to realize their goals. A large number of selected candidates fix their target on getting highest grade in final practice teaching examination by hook or by crook without making any efforts to acquire relevant knowledge, attitudes and skills necessary to succeed in this noble profession.

The rigidity and inhumanness in education of teachers is clearly visible. Very little attempt is made to develop the professional spirit of service in teachers. It also fails in creating an awareness in teachers about the desirability

of qualitative improvement in education at their level. Neither it develops faith of teachers in the role that education can play in building and developing the nation on socialistic, secularistic and democratic foundations. Hardly any efforts are made to inculcate even the basic human values, civic and social competencies in the future teachers. The environment in these institutions is one of frustration, depression, uniformity, conventionality, mediocrity and without a sense of purpose. What originality can be expected in this sort of unconducive environment? The irony of the fate is that after going through this process of teacher education, the future teacher is unable even to teach his subject of specialization scientifically and motivate students. The goals are not pin-pointed targets, in the absence of which the whole programme is run haphazardly rather than in scientific manner. The curriculum of teacher education is unrealistic, misconceived and not related to roles which a teacher is expected to perform. The teacher educators whom we encounter in institutions of teacher education, speak of bleak future for the preparation of teachers. Their poor intellect, apathetic attitude, absence of spirit of service, and alienation from what is going on in these institutions, have created an unconducive environment. Whatever changes teacher educators can bring themselves in the institution were not tried and even resisted by them. Teacher educators fail to develop in the future teacher a determined faith in this noble profession which is capable of enlightening the whole set up of the society. The only way to alter this sort of situation is that teacher educators should be of high competence, intellectual and moral qualities, dedicated to their profession as well as to the welfare of their students, society, nation and humanity as a whole. They must show exemplary behaviour. Tolerance to any lapses on the part of teacher educators is suicidal for everyone. The right type of teacher educators have to be given every kind of incentive for their academic excellence and performing their tasks with competence and efficiency. Recruitment for the position of teacher educators may be made more strict and scientific as the lot of teachers produced by them, is in turn responsible for shaping the future of coming generations. Teacher educators must possess the knowledge, attitudes, aptitudes and skills which they wanted to inculcate in the future teachers.

Absence of rigorous schedules of in-service teacher education is also a severe handicap. In-Service training is necessary for refreshing and reviewing of the knowledge in the light of new discoveries from researches and new scientific and technological inventions. Whatever programmes have been launched in the name of in-service education, are only formalities and no efforts are made scientifically to follow up the effectiveness of the programmes.

Nevertheless there have been both excellent and poor teachers since the beginnings of man's social life. Really notable teachers of historical importance are still remembered and quoted for their excellence and contribution to the welfare of humanity. But, since very little is known about such teachers or what made them efficient professionally the professional education has not been able to take advantage of an understanding of their characteristics and modes of performance to improve teacher education and teacher recruitment procedures.

In the light of the role perspectives and existing contemporary situations in which teachers perform their roles, it may be concluded that wholesale change in outlooks and pattern of teaching profession is the need of the hour without which education cannot face the challenges before it.

It is the responsibility of the nations to accord rightful stature to their teachers by providing them economic comforts and also opportunities for further learning so that they may become the pioneer preceptors of the ideas of life-long education and establishment of learning society with a fellow feeling on the earth. Arthur F. Corey was right when he observed that "...Professional prestige cannot be forced, bought, legislated or stolen. In truth, it must be earned through the quality of service rendered by the members of the group." Certainly it is the commitment, dedication and honesty of the members of teaching profession on which depends the destiny of a nation.

The selection of candidates intended to enter teaching profession, may be made more rigorous so that apart from giving instructions they may shoulder the responsibilities befitting to their wider roles as expected from the members of this noble profession. Selection of right type of candidates for teaching jobs, without fear or favour from any quarter, is extremely necessary for the welfare of the nation. Steps may also be taken by all concerned to bring desirable changes in teachers already engaged in teaching profession. This is the most formidable challenge to planners and executors how to bring desirable changes in the serving teachers. The relevant knowledge, attitudes and skills have to be developed through scientific schedules of education for these teachers.

The Government must bring equity of teaching profession with administrative services to remove irritants in teachers' minds and utilize their potential for solving problems faced by the nation. The teachers must get all opportunities and encouragement for horizontal and vertical mobility in teaching profession so that everyone of this fraternity of teachers can show their worth and contribute their inherent energies in meeting challenges of modern times.

Academic freedom to teachers is the cornerstone of teaching profession. This proposition was also accepted by the National Policy of Education (1968) when it observed in its resolution 2(b) as "The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected." This academic freedom to teachers is necessary for the success of democracy and for securing the basic tenets of Indian Constitution for every Indian.

The education of tomorrow's educators need a national outlook to achieve the national goals as enshrined in Indian Constitution. Though the teaching can be done by any person in the form of instruction but in ever increasing complexities of teaching profession, the roles expected of teachers cannot be performed without first acquiring the relevant knowledge, attitudes and skills through a scientific schedules of pre-service and on-the job teacher education. A scientific, well-planned professional education for the teachers is essential for the qualitative change in education and making it accessible to millions.

The whole process of education, in broadest sense, can be nothing but the changes made in human beings by their experiences. In the true sense, it is a moral affair. It is pre-eminently a value enterprise. Value orientation on whole education and more so the teacher education is critical need of the time so that tomorrow's educators can play their roles more efficiently. Value-orientation to education does not mean lagging behind in scientific and technological advancement. Instead it may be synthesising the wisdom of the ages with future scientific and technological discoveries, for providing material comforts as well as opportunities for spiritual upliftment. A teacher must have a set of values to guide his behaviour and action. A teacher must develop competence to reach the highest level of excellence on the sole basis of his personal worth and wisdom. The word value suggests qualities and behaviour in human beings calculated to arouse respectful attention. The human values may be defined as "those guiding principles or ideals or aims, which direct the behaviour of human beings as well as relations among various human beings in the society." A teacher must be a man of sterling character. He must try to imbibe in his personality which is best in the human race as he has a wider impact on society. What he expects of his pupils he has himself to live up to that.

Identification of teaching personnel of high academic moral calibre with ideal character constitutes one of the most important concerns in the education of tomorrow's educators. If such teacher educators can be identified and their services are utilized for running teacher

education programmes, there is every possibility of attaining the desired educational outcomes.

It is the sacred duty of institutions of teacher education to continuously research and find out what knowledge, attitudes and skills will be more relevant and how they can be imparted to tomorrow's educators in a scientific way. What may be the entrance requirements for the candidates desirous of entering teaching profession, should be clearly visualized, and attempts made to select right type of candidates for pre-service teacher education. After selecting candidates rigorously, throughout the programme their pattern of personality may be moulded in such a scientific manner that they acquire knowledge, attitudes and skills most necessary for performing their on-the-job roles.

Creating conducive environment in institutions of teacher education is the time felt need for educating tomorrow's educators on scientific lines. The modern scientific and technological aids available, have to be utilized for the development of teacher education on proper lines. Spiritual practices like Yoga have to be utilized for developing inner strength of the teachers as the life is nothing but the harmonious balance between the materialism and spirituality. Every type of materials needed for making teacher education more

meaningful, more useful, more creative and original may be provided. For creating conducive environment for education of tomorrow's educators, all courses may be compulsorily made residential and a professional outlook may be given to the whole process of teacher education.

Creating a professional spirit of service in tomorrow's educators may be the most relevant goal for the teacher education. As everyone who is in the teaching profession and those desirous of entering it must have a sense of service with dedication and a feeling that they are not only serving their students but also nation and humanity at large. They have to continuously change their personality patterns according to the requirements of this noble profession through a sound pedagogical schedule available to them.

A teacher has to himself learn from experience and search ways as to how best he can make himself more effective so as to excel in every endeavour in which he engages himself. The teacher must develop an attitude of learner of life-time so as to adjust more efficiently with his changing roles. The teacher education must provide for rigorous schedule of in-service education after the end of pre-service education and follow up the effectiveness of its programmes. □

## **INSTITUTE OF CORRESPONDENCE EDUCATION UNIVERSITY OF JAMMU ADMISSION NOTICE**

Applications for admission to the following courses (Session 1986-87) through correspondence are invited :

1. M. Com.
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The prospectus-cum-application forms for the aforesaid courses, containing full information with regard to enrolment, eligibility conditions, details of fees etc., can be obtained on all working days from 8.00 a.m. to 1.30 p.m. from the office of the Institute of Correspondence Education, University of Jammu, Jammu. The price of prospectus of each course is as under :

Name of the Course	At the counter	By post
(i) M. Com.	Rs. 8/-	Rs. 10/-
(ii) LL.B. (Academic) two-year course	Rs. 8/-	Rs. 10/-
(iii) B.A./B.Com. (Previous and Final)	Rs. 6/-	Rs. 8/-

In case the prospectus is required by post the amount should be remitted through crossed Bank Draft/Postal Orders drawn in favour of the Director, Institute of Correspondence Education, University of Jammu, Jammu. Money Order, Postal Stamps and Cheques will not be accepted.

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**Dr. Santokh Ram  
DIRECTOR**

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# YOUTH IN INDIA

A National Seminar on 'Youth in India' was organized under the joint auspices of International Institute for Population Sciences, Indian Association for Study of Population, and Family Welfare Training and Research Centre at the International Institute for Population Sciences, Bombay. Shri S. Krishnakumar, the Union Minister for Health and Family Welfare, who inaugurated the seminar emphasised the need of reorienting the educational policy to suit local needs, aspirations and available resources. He pointed out that due to lack of such orientation the local resources were not exploited to their full capacity and this led to unemployment, under-employment and immigration. Over 50 delegates from all over the country representing different disciplines like Demography, Economics, Sociology, Medicine etc., participated in the seminar.

The following seven broad themes were discussed at the seminar. Each session had one background paper in addition to some contributory papers. In all 27 papers were presented at the seminar:

1. Profile of Youth in India;
2. Youth : Education and Employment;
3. Youth : Family and Socialization;
4. Youth : Health and Population Education;
5. Role of youth in socio-economic transformation;
6. Youth : Health Hazards and Social Evils; and
7. Youth Policy in India.

What follows is a brief account of the deliberations of the seminar.

## Profile of Youth in India

Tara Kanitkar and K.B. Gotpagar,

in the background paper, presented a comprehensive demo-socio-economic profile of youth in India considering age group 15 to 24 as the period of youth. It was observed that youth accounted for about 19% of the total population of India in 1981. The highest proportion of youth, 22%, was reported from Kerala while lowest 16% from Bihar. The sex ratio among youth (male per 1000 females) was favourable to males. Although the difference between male and female literacy had narrowed down in 1981 compared to 1971, the male literacy rate was higher than female literacy. However, compared to developed countries, literacy rate was still low for both male and female in rural and as well as urban areas.

Early and universal marriage patterns especially among females still prevailed. It was however found that the proportion marrying among females aged 15-19 declined substantially in almost all the states of the country.

The mortality rate among youth has always been low compared to children and elderly persons irrespective of developmental status of the country. Sex ratio of deceased persons was more favourable to females. Analysis by cause of death reveals that among youth accidents and injuries were the prominent causes of death. While vehicular accidents claimed most of the males, the main cause of the death for female youth was burns.

Work participation rate among youth, both male and female, was found to be low in urban areas than in rural areas. While in the rural areas they were either cultivators or agricultural labourers, in the urban areas most of the youth were engaged in trade, commerce and industry.

R. Subramanian in his paper presented a normative sketch of the rural youth and examined their perception on the status quo, values, leadership, rural development, national integration and significance of service and technology in rural areas. The paper, based on a sample study of 300 youth in 15 villages around Gandhigram in two blocks of Anna District of Tamil Nadu, stressed the need to develop young human resources along their aspirations.

The participants desired that wide ranging information be collected to build up national youth profile keeping in view the diversity that existed in the country. As unemployment is a major problem, vocationalization of education and imparting job-oriented education were emphasised.

## Youth : Education and Employment

Sudha Deshpande in her background paper discussed some characteristics of the young workers and attempted an estimate of the volume and rate of unemployment. She focussed on their patterns of employment and the change in the structure of employment during the inter-censal period of 1971-81. She outlined various approaches and measures to deal with the problems of unemployment among youth but concluded that no single measure could control the deteriorating conditions. She felt a comprehensive package of policies, each supplementing the other, was the only way out.

K.G. Desai discussed the concept of manpower planning and described it as a delicate balance between manpower resources, educational and training facilities and employment generation. He said that though literacy had increased, the quality of education was deteriorating continuously. He felt

that increased use of advanced technology would aggravate the unemployment problem. A Sebastian, in his paper, examined the type and extent of migration of youth aged 15 to 29 who migrated for employment during 1971-81. Data used are from 1981 census. He reported that during 1977-81 nearly 6.45 million youth in India left their place of residence for employment reasons and nearly 86% of them were males. The maximum rate of migration was found in the age group 25 to 29. The literacy rate was lowest in rural to rural flow and highest for migrants in urban to urban flow. S. Parasuraman dealt with educational attainment, employment and unemployment situation among various categories of youth. He did not visualise much change in the educational attainment of the future youth than at present because of the large proportion of school dropout and the probable increase in it in future. He therefore pleaded for serious efforts in developing non-formal vocational education at the primary and secondary levels, and stressed the need to design practical training facilities based on local resources, skills and local market.

S.K. Singh, in his paper, identified the problems in the Training of Rural Youth for Self Employment (TRYSEM) project, discussed its structural and functional aspects, and its costs and achievements during the Sixth Five Year Plan. He suggested the following measures to remove some of the shortcomings of the programme:

1. The number of trades included in training should not be limited and baseline surveys should be conducted in order to identify the potential trades for self employment;
2. An adequate linkage should be established between non-institutional training agencies and institutional training centres;

tutional training agencies and institutional training centres;

3. More institutions should be established to supply the raw materials and market the products of trade undertaken in the scheme;
4. The regular evaluation system should be made by private organizations; and
5. The mass media should be used to propagate the opportunities available under the scheme for rural youth and to enhance the marketability of products by these self-employed youth.

#### **Youth : Family and Socialization**

In her background paper 'Psycho-Social Behaviour of Youth' Usha S. Naidu focussed mainly on the life style and risk taking behaviour among youth: smoking, alcohol consumption, drug abuse etc. She pleaded for a proper coordination between the value systems prevailing at the family, community and the society in shaping the behaviour of the youth. K.R. Sastry presented a review of studies highlighting family and modernisation, caste and occupation, theory of family, culture, marriage etc. The review indicated an increasing nuclearization of the Indian family. The need to strengthen the family bond was stressed and a number of measures suggested for the purpose.

#### **Youth : Health and Population Education**

Motia Prakash, in her background paper, said that to achieve population related goals of bringing down the growth rate, population education must be incorporated in schools and colleges as an integral part of the regular curriculum. She felt that student youth should play the role

of educators and trainers to the non-student youth. The role of Population Education Clubs at college and university level was also highlighted.

P.V. Bhatvadekar felt that sex education, sex related problems and Family life education should be an integral part of our population education programme. In her paper 'Out of School Youth in Rural Areas' she emphasised making primary health centre as the nucleus for population education for out of school group to reach all the villages through health workers and health assistants.

P.B. Jorapur, M.S.R. Murthy, P. Ramachandran and A.K. Rao in their papers reported the findings of the surveys conducted by them on the need for and status of health and population education. Shobha Rao in her paper discussed the existing social conditions of youth in India and emphasised the need for health and population education to bring about qualitative changes in the community.

#### **Role of Youth in Socio-Economic Transformation**

Y.B. Damle, in his background paper, discussed some of the basic issues regarding student and non-student youth and referred to the following constraints in the education of the student youth:

1. Difference in the aims and goals of education as perceived by students and parents;
2. High wastage, stagnation and high dropout rate at each level of education;
3. Stratification created by the difference in the quality of education in terms of facilities available in small towns, rural areas and big cities;



4. Impersonal nature of education mainly, lack of relationship between content of education and reality of life;
5. Bleak prospects of employment;
6. Deliberate discrimination between the types of education for males and females;
7. Tremendous financial dependence of youth on parents; and
8. Lack of social consciousness among educated youth resulting from the pressures of career and emergence of the executive culture.

Prof. Damle also drew attention to some constructive roles of a few educated youth adopting Gandhian/Marxian models as the only ray of hope in the over-all gloomy picture prevailing today.

Pranab Bhattacharjee and S.R. Premkumar reported on the case-studies undertaken by them on youth as agents of social change. K. Vaidyanathan presented the experiences of community based projects for prevention of blindness and called for greater investment in human resource development at the individual and community levels.

#### **Youth: Health Hazards and Social Evils**

Gopa Kothari in her background paper, 'Health Hazards and Prevalent Problems Among Youth' pointed out that some events of prenatal and early childhood have important bearing on the health situation of the youth. Therefore, proper nutrition, physical exercise, proper guidance, love and affection were very important for physical and mental health of the youth.

The youth developed strong aspiration, which when not achieved led to frustration that found its manifestation in smoking, drug abuse alcoholism, etc. She therefore stressed better educational counselling system not only for youth but also for parents.

While K.G. Russia discussed the eating disorders among girls, P.K. Muttagi and S.S. Raju reported a case study of drug abusers. Majority of the drug abusers were in the age group 19-24 and belonged to well-to-do families. It always started with a socially acceptable drug like cigarettes or alcohol and then shifted to hard drugs. Drug addiction was mainly due to lack of love and attention of parents. Some correctional measures were also proposed. R.N. Pandey however held the view that the youth was facing health problem not only because of the bad habits like drug abuse and alcoholism but also because of industrial hazards, poor dwelling conditions etc. He felt that all the health hazards and social evils were still under manage-

able limits and could be eradicated with strict implementation of the existing laws. The paper by N.K. Tyagi and associates studied the incidence of T.B. among the youth and reported it to be higher in the rural areas than in the urban areas. While the rate of affliction was the same for males and females in rural areas, it was more for males than females in the urban areas.

#### **Youth : Policy in India**

P.K. Sahu, in his background paper, observed that a common national identity should be promoted so that young people of various ethnic and racial groups and cultures may find a common basis for unity within the national concept of mutual respect of ethnic, racial and cultural differences. As the situation of youth varied from state to state and region to region, youth policies must be geared to the existing priorities for each area. Any policy should however be from bottom to top and not vice versa which has been the case in other spheres

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## **UNIVERSITY NEWS**

### **A Special Number on DISTANCE EDUCATION**

8 November 1986 issue of University News will be a Special Number to mark the National Conference on Distance Education being organised on the occasion of the 61st Annual Meeting of the Association of Indian Universities at Gujarat University, Ahmedabad from 9-11 November, 1986. Contributions in the form of articles/reports reviews are solicited on any one of the following aspects of Distance Education :

Concepts of Distance Education; Forms of Distance Education; Course Designing and Preparation; Role of Media in Distance Education; Economics of Distance Education; Student Support Services; Evaluation Methodology; and Case Studies etc.

Articles of 2000-2500 words should be typewritten on one side of quarto sized paper in double spacing. Only original articles that have not been published elsewhere need be submitted. Contributions should reach the Editor latest by 30 September, 1986.



# National Conference on Distance Education

The Association of Indian Universities will organise in collaboration with the Indira Gandhi National Open University and Gujarat University a National Conference on Distance Education on 9th and 10th November, 1986.

Despite a phenomenal increase in educational facilities since independence, the Indian education system is not able to cope with the rising number of students who aspire for admission every year. Higher education system is confronted with enormous shortages of teachers, buildings and equipment. These shortages are likely to mount further because of our inability to raise matching resources. This is true not only of India but of all the countries the world over.

Distance education is regarded as an effective alternative to the formal system and most of the countries are making increasing use of the method of teaching at a distance. This method denotes the application of multi-media approach to the entire teaching-learning process. It is thought that distance education will provide solutions to the educational problems of spread of knowledge and skills as well as in raising the general level of education of the masses. Introduction of correspondence courses by several universities is to be seen in this context. Establishment of the Indira Gandhi National Open University and the fact that many State Governments have either established open universities or are planning to do so is only pointer to the popularity and acceptability of the concept of distance education. The National Conference on Distance Education is being organised in recognition of the need for formulating appropriate policies and strategies to lend meaning and substance to the concept of distance education. The focus of the Conference will be on the following themes :

- (a) Concept of distance education
- (b) Forms of distance education
- (c) Course designing and preparation
- (d) Role of media in distance education
- (e) Financing of distance education
- (f) Student support services
- (g) Evaluation methodology

## Programme

The Conference will be conducted under four panels

as per following programme. It will conclude with a plenary session.

### November 9, 1986

Session I (Inaugural) 10.30 a.m. - 11.30 a.m.

Session II 11.45 a.m. - 1.15 p.m.

Session III 2.30 p.m. - 5.00 p.m.

### November 10, 1986

Session IV (Plenary) 10.00 a.m. - 12.00 noon

## Participation

Delegates from various universities and other institutions of distance education (including correspondence courses) are invited to participate. Governmental and private organisations in the fields of electronics, space information, data processing and satellite educational programmes may also participate. Such participation can be either in terms of presenting a paper or demonstration of educational technologies, aids and other learning devices developed in India and abroad.

## Exhibition

It is proposed to hold an exhibition of books, journals, equipment for Video, TV and Computer aided instruction and demonstrations of new technologies during the Conference. Entries are invited for the exhibition.

## Venue

The venue of the Conference and the exhibition will be the Gujarat University, Ahmedabad.

## Language

The official language of the Conference will be English.

## Papers

The papers, in duplicate, (accompanied by an abstract of about 300 words) not exceeding 3000 words, should be sent latest by September 1, 1986 to the Conveners, who could also be contacted for further details.

## Conveners

B.N. Koul  
Professor of Distance Education  
Indira Gandhi National Open University  
K-76, Hauz Khas  
New Delhi - 110016

M.M. Ansari  
Project Director (Research)  
Association of Indian Universities  
AIU House  
16 Kotla Marg  
New Delhi - 110002

# CALENDAR OF EVENTS

Proposed Dates of the Event	Title	Objective	Name of the Organising Department	Name of the Organising Secretary/Officer to be contacted
September, 13-15, 1986	National Solar Energy Convention 1986	To evaluate the current status and trends in solar energy studies; to evolve methodology for collaboration among researchers and industrialists, and to identify technologies for harnessing renewable energy sources.	School of Environment and Natural Resources, Madurai Kamaraj University, Madurai	Prof. T. M. Haridasan, Organising Secretary, National Solar Energy Convention-- 1986 School of Energy, Environment and Natural Resources, Madurai Kamaraj University, Madurai
October 1-4, 1986	Third National Conference on Women's Studies	To promote the development of Women's Studies in India by providing a forum for interaction amongst individuals, institutions and organisations engaged in teaching research or action for women's development	Indian Association for Women's Studies, New Delhi in collaboration with Panjab University, Chandigarh	Dr. Lucy Jacob, General Secretary, IAWS, L-3-D, University Campus, Jaipur
October 5-7 1986	International Seminar on Gandhi and Contemporary Ideologies regarding Freedom, Peace and Equality.	To evaluate the Contemporary Ideologies regarding Freedom, Peace and Equality in the context of Gandhiji's Contribution.	Institute of Gandhian Thought and Peace Studies, Allahabad University in collaboration with the Indian Society for Gandhian Studies.	Dr. J.S. Mathur, Director and Dr. O.N. Srivastava, Associate Director, Gandhi Bhawan, Allahabad University, Allahabad.
November 9-10, 1986	National Conference on Distance Education	Topics proposed to be covered are: (i) Concept of Distance Education; (ii) Forms of Distance Education; (iii) Course Designing and Preparations; (iv) Role of Media in Distance Education; (v) Financing of Distance Education; (vi) Student Support Services; (vii) Evaluation Methodology.	Association of Indian Universities, New Delhi; Indira Gandhi National Open University, New Delhi; and Gujarat University, Ahmedabad	Prof. B. N. Koul, Indira Gandhi National Open University, K-76, Hauz Khas, New Delhi. Mr. M.M. Ansari, Project Director (Research), Association of Indian Universities, 16 Kotla Marg, New Delhi
December 15-17, 1986	Indian Geotechnical Conference—1986	Designed to seek a consensus on questions of current significance in geotechnical engineering relevant to the Indian context.	Indian Geotechnical Society—Delhi Chapter	Prof. Shashi K. Gulhati, Organising Secretary, IGC-86, Civil Engineering Department, Indian Institute of Technology, New Delhi.
December 26-28, 1986	Seventh National Congress of Parasitology	Prophylaxis and control of parasitic diseases of man and his biosphere	Department of Bioscience, Ravishankar University, Raipur, in collaboration with Indian Societies for Parasitology	Dr. S.M. Agarwal (Organising Secretary) Vice-Chancellor, Ravishankar University, Raipur
January 6-9, 1987	International Seminar on Cement and Allied Building Materials	Exchange of knowledge and experience to assist the cement and building materials industries in their technological growth and development through regional and international co-operation and collaboration.	National Council for Cement and Building Materials, New Delhi	The Organising Secretary, National Council for Cement and Building Materials, M-10, South Extension Part II, Ring Road, New Delhi

# Foreign Student Advisers Meet

A meeting of the Foreign Student Advisers of Indian Universities was held recently in New Delhi to consider the problems of foreign students and ways and means to expand the facilities for their welfare. Mr. Eduardo Faleiro, Minister of State for External Affairs chaired the meeting. He said that our universities and institutions of higher learning have reached a stage of development when they can receive a large number of foreign students. Foreign students are a source of goodwill and global understanding, and provide a broader interaction and opportunity to the receiving institutions to review their own activities as a process of growth. Mr. Faleiro mentioned that Prime Minister has taken personal interest in knowing the difficulties of the foreign students. He said the difficulties faced by the foreign students should be considered in the right perspective to find a solution and develop a line of follow up action. A good deal of problems faced by foreign students can be mitigated by raising additional hostels and organising proper orientation programmes for them.

Earlier Mr. Lalit Mansingh, Director General, Indian Council for Cultural Relations, welcomed the Minister and the delegates. The meeting was attended by the representatives of Ministries of Govt. of India, University Grants Commission and Association of Indian Universities.

There was a consensus that foreign students should be given orientation on zonal basis to acquaint them with social environment. It was proposed that vacation programmes for them should be strengthened. Increase in number of scholarships for graduate and undergraduate students was recommended and issues

connected with accommodation, food, social interaction and discrimination, home sickness, financial support were discussed. The AIU representative apprised the meeting of the extensive literature being produced by the Association for the use of foreign students. The Universities Handbook and other

Handbooks on medical, engineering, agricultural, and management education gave detailed information on the courses available at universities, entrance requirements, physical facilities, faculty, scholarships, library and research facilities etc. The meeting assigned to the Association the responsibility to collect yearly statistics on foreign students studying at various universities in the country.

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## ASSOCIATION OF INDIAN UNIVERSITIES

**AIU House, 16 Kotla Marg, New Delhi-110002**

Applications from Indian citizens are invited for the following posts in the prescribed forms available on payment of Rs. 2/- from the office of the Association :

**1. Dy. Secretary (Admn.) : Scale of Pay Rs. 1500-2000 : One**

Post Graduate with 1st class or high second class degree with at least ten years experience in an administrative post at executive level in University Government Department Autonomous Organisation. Persons having Diploma Degree in Personnel Management and knowledge of administrative rules and understanding of issues in university system will be preferred.

**2. Research Officer : Scale of Pay Rs. 1100-1600 : One**

**Essential :** A first class postgraduate in Science, Mathematics or Statistics with at least five years experience of research in the area of examinations in Colleges/Universities. **Desirable :** Good knowledge of computer applications with experience in computerisation of examination work.

**3. Section Officer : Scale of Pay Rs. 700-1300 : One**

Graduate with at least seven years experience as sales executive in a publishing house of repute. Candidates having Master's Degree, Diploma in Sales Management/Publishing/Personnel Management and knowledge of accounts will be preferred.

Persons already working in Universities/Colleges can be considered for deputation terms.

All posts carry dearness and other allowances generally at the Central Govt. rates. Relaxation in any of the requirements may be made in exceptional cases. The Association reserves the right not to fill up any of the vacancies advertised if the circumstances so warrant. SC/ST/Ex-service-men will be given preference. Canvassing in any form by or on behalf of a candidate will be a disqualification.

Applications complete in all respects should reach the office by **30th September 1986**. Persons already in service may apply through proper channel. Applications received after the last date or without complete information may not be entertained.

## National Seminar on Geophysics

The Department of Applied Geophysics of Indian School of Mines organised a National Seminar on 'Frontiers in Exploration Geophysics' during July 14-16, 1986 as part of the School's Diamond Jubilee Celebrations. The Seminar was inaugurated by Dr. A.P. Mitra, Director-General, CSIR and Secretary to the Government of India. Dr. Mitra in his inaugural address complimented the Department of Applied Geophysics for organizing an appropriate Seminar on Exploration Geophysics covering all the relevant branches like Oil, Mineral and Coal Explorations, Remote Sensing and Geodynamics.

About 50 papers were presented and discussed at the Seminar in five sessions. Over 80 delegates from all over the country representing ONGC, GSI, CMPDI, Singarani, Oil India, Space Application Centre (Ahmedabad), Indian Institute of Remote Sensing (Dehra Dun), NGRI, CMRS, Indian Institute of Geomagnetism (Bombay), IITs and other Universities, besides ISM, participated in the Seminar. Shri R.N. Bose, Senior Deputy Director-General, Geological Survey of India, delivered the valedictory address.

## New Courses at Punjabi University

The Syndicate of the Punjabi University, Patiala, has approved the introduction of application oriented courses in Business and Office Practice, Rural Development and Home Management at the undergraduate level in 32 colleges affiliated to the university. Students seeking admission to BA (Part I) from the current academic session with two elective subjects will also be permitted to take one of the application-oriented courses. This three-year degree course will earn

them a degree of B.A. with a diploma in the said course.

Job-oriented courses in Computer Sciences and Application are also proposed to be introduced in the University.

## UGC Approves 324 Research Projects

The University Grants Commission (UGC) has approved 324 research projects (225 in science, engineering and technology subjects and 99 in

humanities and social sciences) for teachers in the universities and all affiliated Colleges under its scheme of support for major research projects. Under this scheme, the teachers who wish to undertake well-defined research projects in their respective fields of specialisation are eligible for this assistance.

The UGC has already provided a financial assistance of Rs. 3.55 crores during 1985-86 to be utilised over a period of three years.

## News from Agril. Varsities

### IIT-ICAR Collaboration for Farm Research

As part of developing new facilities, the Indian Institute of Technology, Kharagpur, in collaboration with the Indian Council of Agricultural Research (ICAR) proposes to set up a low land rice research station and a water technology and management centre for the eastern region.

The rice research station would be spread over 400 acres and the entire expenditure would be met out of the ICAR grant. The Director of the Institute, Prof. G.S. Sanyal, said that there would be close interaction between the faculty members of the agricultural engineering department and the post-harvest technology centre. The Scientists of both the ICAR and the IIT, Prof. Sanyal added, would make experiments and evolve procedures in order to get maximum paddy yields in the water logging areas. They would also try to find out how to plough a submerged land and the process of deweeding it either by chemical or mechanical means.

As regards establishment of a water technology and management centre, Prof. Sanyal said that this

would cover the entire eastern region and would take care of drainage and proper water management of crops. The water management, he added, would be done either by digging open ducts or through cast iron pipes.

### Promotion of Mushroom Cultivation

Dr. V. Rajagopalan, Vice-Chancellor, Tamil Nadu Agricultural University (TNAU) released a new edible oyster mushroom *Pleurotus citrinopileatus* recently. Delivering the valedictory address at the three-day training programme on mushroom cultivation, organised jointly by the Department of Plant Pathology, TNAU, Coimbatore and the State Bank of India, the Vice-Chancellor, stressed the need for imparting training on mushroom cultivation to rural women and called upon the mushroom growers to send feedback information to the scientists so as to solve their problems. Dr. N. Shanmugam, Registrar, TNAU, in his presidential address, highlighted the importance of mushroom cultivation in providing additional income to the rural folk owning small farms. The Vice-Chancellor also

released a book on 'Mushroom Cultivation' in Tamil, brought out by Dr. K. Sivaprakasam and Dr. N. Shanmugam, and distributed mother spawn bottles and poly-bags to all the participants.

### **Farm School on AIR Contact Programme**

A one-day contact programme for the course 'Integrated Weed Management', offered through Farm School on A.I.R. Programme, was jointly organised by the Directorate of Extension Education of the Tamil Nadu Agricultural University

(TNAU) and All India Radio Stations in Tamil Nadu and Pondicherry recently at Coimbatore campus. Demonstrations on weed control and proper use of sprayers were conducted. An exhibition depicting various methods of weed control in different crops was organised and a film on 'Weed Control' was screened. The University Scientists answered the queries raised by the farmers during the discussion session. Dr. V. Rajagopalan, Vice-Chancellor, TNAU, delivered the valedictory address and distributed prizes. About 200 farmers participated in the contact programme.

## **Sports News**

### **NIS Branches for All States**

Netaji Subhash Institute of Sports (NIS) proposes to open branches of NIS in each state apart from the establishment of Western and North-East Regional Centres, according to the annual report of the Institute for the year 1985-86. This has been made possible with the allocation of Rs. 45 crores to the NIS Patiala for the Seventh Five Year Plan as against the actual expenditure of about Rs. 7.5 crores in the Sixth Five Year Plan. It may be noted that the South and East Centres of NIS are already functioning from Bangalore and Calcutta respectively. Special projects like High Altitude Training Centres at Shimla and Shillaroo, Winter Sports Centre at Manali, Yachting Centre at Bombay, Rowing Centre at Jaipur, Hyderabad or Delhi and Sports Hostels in all states have also been taken up.

Apart from national coaching camps in various sports disciplines for various international competitions, the Institute organised IAAF Asian Diploma Course in Track and Field and specialised lectures

by experts from USSR, Australia, England and GDR during the year 1985-86. The International Amateur Athletic Federation (IAAF) in collaboration with IOC Solidarity have established a permanent development centre for Asia at NIS Patiala. Sports protocol were signed with USSR in July 1985 and with GDR in February 1986. One of the main features of the protocol with USSR is the establishment of the Institute of Excellence in one of the NIS Zonal Centres. Protocol with GDR aims at cooperation in the field of Physical Culture and Sports during 1986-87. Under the protocol, the GDR authorities have agreed to cooperate in exploring the possibility of developing one of the Centres of NIS into a Centre of Excellence.

Under its National Coaching Scheme, the NIS opened 13 more SNIPES Field Stations raising the number of such Field Stations to 46. The purpose of these Field Stations is to make available the services of NIS coaches to the selected universities.

NIS also awarded 100 fresh scholarships under NSO Scholarships Scheme during 1985-86 while 80 scholarships awarded in the year

1984-85 were renewed for the year 1985-86. The value of the scholarships has also been raised from Rs. 100 per month to Rs. 300 per month from 1st October, 1985.

The NIS has also launched another scheme for development of games and sports that envisages supply of sports equipment to sportsmen participating in competitions at different levels and upcoming youngsters. The goods will be supplied in collaboration with the State Sports Councils/SNIPES Field Stations/ Universities/ Nehru Yuvak Kendras. 50% cost (inclusive of packing and forwarding charges) will be borne by NIS and the remaining 50% by the actual consumers. Badminton, Hockey, Lawn Tennis and Table Tennis were covered under the scheme during 1985-86 while more games will be covered during 1986-87. NIS also proposes to introduce a 10-month Diploma Course in Sports Medicine. The syllabi and other modalities are being worked out in consultation with the Medical Council of India. Foreign experts will be invited to assist NIS experts in running this course. NIS also plans to set up Physical conditioning Units in selected Indian Universities. This is a requirement for all SNIPES Field Stations and the UGC gives a grant of Rs. one lakh to each Field Station to set up a Physical conditioning Unit.

### **Varsities Hockey Team for GDR**

A 16-member Indian Universities Hockey Team will visit the German Democratic Republic (GDR) to play matches from September 1 to 10, 1986 under the Cultural Exchange Programme of the Govt. of India. The team was selected at the selection-trial camps held at the Netaji Subhash Institute of Sports (NIS) on 30-31 July 1986. The selected players will be retained in the camp at NIS for intensive training till August 23 or 24, 1986. The team is likely to play matches against senior and junior national teams of GDR.

# AIU News

## Sivia Addresses Master Trainees

### Inter-Varsity Youth Festivals 1986

"I have had my invitation to this World's festival and thus my life has been blessed. . . . .

It was my part at this Feast to play upon my instrument, and I have done all I could". (Tagore)

Foreigners have often commented that the Indian calendar is an unending procession of festivals. There are religious, social, cultural and seasonal festivals. But at the same time the increasing pace of mechanization is robbing us of the leisure which is so essential to ease the pressures of life

The Association of Indian Universities (AIU) has played a pivotal role in resurrecting the tradition of University Youth Festivals, by organising four Inter-University Zonal Youth Festivals and the NAMYFEST in the year 1985. It may be recalled that such Youth Festivals were last witnessed almost two decades ago at the Talkatora Gardens in Delhi

The Association is striving, once again, this year to provide this cultural forum for our youth, who symbolise courage, initiative, drive, energy and progress. According to the decision taken by the AIU Cultural Committee recently, the following universities have been entrusted with the responsibility of organising the Inter-University Zonal Festivals and the National Youth Festival :

1. North Zone: G.B. Pant Univer-

sity of Agriculture and Technology, Pantnagar. September 20-23, 1986.

2. South Zone: Andhra University, Waltair. 1st week of October 1986.

3. East Zone: Gauhati University, Gauhati. October 18-21, 1986.

4. West Zone : University of Rajasthan, Jaipur. October 27-30, 1986.

5. National: Annamalai University, Annamalainagar, Nov./Dec. 1986.

The host universities of the ensuing Youth Festivals have started the planning and organizational work for holding the Festivals with fervour. The university youth will have privilege, once again, to witness the glittering celebrations, deeply soaked in colourful festivities. The youth will come forward with gusto to render performance in the field of music, dance, theatre, fine arts and literary activities, not to mention the informal camp fires full of colourful gaiety and youthful exuberance. Youth Festivals play a vital role for our students who desire to share cultural values, friendship, fraternity, peace, and love. It will be apt to allude to Gurudev Rabindra Nath Tagore :

"Thou hast made known to me friends when I know not  
Thou hast given me seats in homes not my own  
Though hast made the distant near and made brother of  
the stranger. . . . .

When one knows thee then alien there is none. . . . ."

At the invitation of University Grants Commission of Pakistan, AIU Deputy Secretary (Sports), Shri G.S. Sivia, visited Islamabad to deliver lectures on Physical Education and Sports at the Masters Trainers Course held at Rawalpindi from July 1 to 14, 1986. Shri Sivia spoke on the following topics:

- (i) Organisation and Administration of Sports and Physical Education in the University System in developing countries like India and Pakistan;
- (ii) Financial Management of Sports and Physical Education Programme in the University System;
- (iii) Analytical view of the ancient and the modern olympic games in the context of changing Society; and
- (iv) The mechanics of organising international sports events like the Asian Games.

### We Congratulate . . . . .

1. Prof. B. Krishnamurti who has been appointed as Vice-Chancellor of the University of Hyderabad.

2. Dr. Sharda Prasad Tiwari who has been appointed as Vice-Chancellor of the Chandra Shekhar Azad University of Agriculture and Technology, Kanpur.



## News from UGC

### INSAT-1B Programme of UGC

Between 11th and 15th August, 1986 the following schedule of telecast on higher education through INSAT-1B under the auspices of the University Grants Commission will be observed. The programme is of one hour duration every day from 12.45 p.m. to 1.45 p.m. (Repeated from 4 p.m. to 5 p.m.) and will be available on the TV Network throughout the country. For the viewers in Delhi and surrounding areas these programmes can be seen on the second channel.

#### 11-8-86

"Mighty Midgets—They Also Serve: Biology of Earthworm-II"  
"New Research in Science and Technology"  
"Laser in Medical Therapy"

#### 12-8-86

"Mighty Midgets—They Also Serve: Biology of Earthworm-III"  
"Man Belongs to Earth"  
"Introduction to COBOL-I"

#### 13-8-86

"Mighty Midgets—They Also Serve: Biology of Earthworm-IV"  
"Our Fragile Atmosphere"  
"Introduction to COBOL-II"

#### 14-8-86

"Mighty Midgets—They Also Serve: Biology of Earthworm-V"  
"Women in Science"  
"The Future Tense : Derelict Ecosystem"

#### 15-8-86

"A Talk with the UGC Chairman Prof Yashpal and Mr A.J. Kidwai"  
"Techniques of Genetic Engineering : An Overview"

### CORRESPONDENCE COURSE IN EVALUATION METHODOLOGY AND EXAMINATIONS

Applications are invited from College University teachers for admission to Correspondence Courses in Evaluation Methodology and Examinations at Basic Level, Intermediate Level and Advanced Level Special Professional Course. The duration of each of the three courses is six months. A personal 'Contact Programme' for three days is planned for each of the three courses. Universities/Institutions sponsoring candidates can meet the registration/course fees from out of unassigned grants by UGC.

Request for prospectus and application form accompanied by a crossed Indian Postal Order for Rs. 10/- drawn in favour of the Secretary, Association of Indian Universities and a self addressed stamped envelope (Re.1/-) should reach the undersigned. Last date for receipt of applications is 15th September for non-sponsored and 26th September, 1986 for sponsored candidates.

Project Director (Examinations)  
Association of Indian Universities  
AIU House,  
16 Kotla Marg  
New Delhi-110002.

## News from Abroad

### Pay Now, Study Later

Parents in Michigan may soon be able to forget about the worries of paying for their children's higher education. One payment of \$3,000, made at the time of birth, will guarantee tuition fees for four years at a state university when the child reaches the age of 18.

The savings will be considerable. At current rates, tuition fees at Michigan's 15 state institutions average \$2,000 a year. By 2004 it is conservatively estimated that a four-year course will cost \$23,000.

The scheme is the brainchild of Michigan Governor James Blanchard, who has drafted a bill to set up the baccalaureate education system trust. It rests on the simple assumption that the state can invest a relatively small amount so profitably, that it will more than pay for the cost of four years in college by the time the child is old enough.

Current figures support that contention : last year the state made a return of 24 per cent on its investments, though critics wonder that will happen if interest rates fall or tuition rates rise faster than expected.

The \$3,000 figure only applies to the new-born. Parents will be able to cover education costs for older children, but the amount needed will increase with the child's age.

(Courtesy : *The Times Higher Education Supplement.*)



# AIU Library

Established in 1965, the AIU Library has acquired over the years a valuable collection of books and documents on Higher Education. Among the topics prominently represented are Educational Sociology, Educational Planning, Educational Administration, Teaching & Teachers' Training, Examinations, Economics of Education and Country Studies. Developing fields of Adult Education, Continuing Education and Distance Education, and Educational Technology are also well stocked. The Library is particularly strong in its collection of reports whether they are on the setting up of different universities or on the state of Higher Education. Files of Annual Reports of different universities are also maintained. Readers are kept informed of the latest acquisitions through our column 'Additions to AIU Library'.

The Library also receives about a 100 periodical titles on Higher Education. All these are indexed regularly and a select list appears every month as 'Current Documentation in Education'.

Doctoral Degrees awarded during the preceding month are reported as 'Theses of the Month' while registrations made for such degrees are flashed as 'Research in Progress'. Bibliographies are also compiled and supplied on demand.

Research scholars and students of education are welcome to use these resources. The Library is open from 9-30 a.m. to 5-30 p.m. Monday through Friday. Access can also be had through inter library loan for which requisition must be made through your Librarian.

## THESES OF THE MONTH

### A List of Doctoral Theses Accepted by Indian Universities

#### HUMANITIES

##### Philosophy

1 Mahanta, Kalipada. *The concept of language game in Wittgenstein's philosophy.* NEHU

2 Pethe, Suhas Sadanand. *Psychological foundations of philosophy.* Shivaji

##### Language and Literature

##### English

1 Altai, Peermohammad Abu. *The novels of Paul Scott. An assessment.* Shivaji

2 Iyyadurai, P. *A comparative study of the auxiliary verbs in English and Tamil with special reference to the aspectual systems.* Madurai

3 Joshi, Bala Datt. *The major plays of Philip Barry and S N Behram. A thematic study.* Rajasthan

4 Narkar, Uday Manohar. *Drama of social purpose in the twentieth century English literature with special reference to G B Shaw, W.H. Auden and Christopher Isherwood and Arnold Wesker.* Shivaji.

5 Patil, Prabhakar Balkrishna. *Edith Sitwell's development as a poet - A stylistic analysis.* Shivaji.

6 Sagare, Sarjerao Baburao. *World view in Iris Murdoch's fiction.* Shivaji.

##### German

1 Pusalkar, A.V. *Problems of translation, German-Marathi : A case study.* JNU.

##### Russian

1 Jaiswal, Neeraja. *The lexico-semantic group of verbs of speech from the viewpoint of the synonymical relationships between them.* JNU

##### Sanskrit

1 Joshi Vgaya Ramchandra. *Karva prakashavatil tikakar : Ek abhyas.* Nagpur

2 Krishnamurthy, Shikaripur. *Kuntaka's contribution to Sanskrit poetics.* Karnataka

3 Mohammad Satharuddin Ahmed. *A literary study of the Sanskrit inscriptions of Assam.* Gauhati

4 Rastogi, Kalpana. *Loukik Sanskrit sahitya mein daridrya vachan.* Rajasthan

5 Sarma, Sannidhanam Sudarsana. *Plants in Yajurveda.* Andhra.

6 Sharma, Raman Kumar. *Bhattacharya kavyalankar tatha Vamanakrit kavyalankar sutravratika ka tulnatmak adhyayan.* Delhi.

7 Sushma Devi. *Kshemendra ke kritikon mein bimbvidhan.* Jammu.

8 Upadhyay, Durga Prasad. *Sanskrit roopkon mein Shringar Ras.* Bihar.

9. Vijayasree, J. *Treatment of humour in Sanskrit literature*. Osmania.

10. Wasanpitrant, Phramaha Chanya. *A critical study of the Jinakalamali*. Delhi.

#### Hindi

1. Baghel, Ram Singh. *Hindi katha sahitya per adhunik filmon, pathkathaon ka swaroop evam vikas*. Durgavati.

2. Chhakai, Maya. *Oral traditions and women of Haryana*. Kurukshetra.

3. Devika, M.B. *Dev ka abhiyanjana shilp*. Ravishankar.

4. Duraiswami, N. *Social consciousness in modern Hindi and Tamil poetry*. Madurai.

5. Harshe, Nalini. *Kabir aur Ravidas ka kavya : Tulnatmak adhyayan*. Osmania.

6. Jha, Mrinalika. *Chattisgarhi lok kathaon ka anusheelan*. Ravishankar.

7. Khare, Vibhu Kumar. *Samkaleen Hindi rang paridrishtya aur Surendra Verma ke natka*. Ravishankar.

8. Kulkarni, Avantika Govind. *Sur evam Tulasi ka balchitrana*. Shivaji.

9. Pandey, Gauri. *Pundit Rameshwar Shukla Anchal' ke kavya strotot ke vividh roop aur unka mulyankan*. Ravishankar.

10. Pandey, Shashi. *Adhunik sahitya chintan aur Acharya Hazari Prasad Dwivedi ka krititva*. Ravishankar.

11. Parikh, Narendra Maneklal. *Vishnu Prabhakar ke katha sahitya ka anusheelan*. Patel.

12. Pradhan, Minketan. *Beesaldevras : Punranulyankan*. Ravishankar.

13. Rama Reddy, D. *Hindi kriyaon ka bhasha vaigyanik adhyayan*. Bangalore.

14. Sarada, Nirmala Shankar. *Psychological study of Bachchan's literature*. Shivaji.

15. Sawkar, Hemalata Damodar. *Upanyaskar Hazari Prasad Dwivedi*. Karnatak.

16. Sharma, Dadu Ram. *Maithilisharan Gupta aur Dinker ke kavyon mein Bharatiya sanskriti, rashtriya evam yug chetna ka tulnatmak adhyayan*. Ravishankar.

17. Shrivastava, Siddharath Kumar. *Swatantrayottar Hindi sahitya mein rang*. Ravishankar.

18. Singh, Prem. *Agyeya-sahitya mein abhijat-varg ke naitik tatha baudhik samasyan*. Delhi.

19. Suryaprasad, M. *Sursagar ke pranukh charitron ka samajik aur darsanik adhyayan*. Bangalore.

20. Tiwari, Vidhyashankar. *Dr. Harivanshrai Bachchan ke kavya sahitya ka anusheelan*. Ravishankar.

#### Urdu

1. Khan, Abdul Razzaque. *Zafar Ali Khan : Fun aur shakhsiat*. Durgavati.

#### Assamese

1. Dutta, Narendra Nath. *Obscure religious practices among some vaishnavas of Assam*. Dibrugarh.

#### Oriya

1. Das, De-arathi. *The poetic achievement of Sitakanta Mohapatra : A major modern poet of Oriya literature*. D. Litt. Utkal.

#### Marathi

1. Ingale, Vijaykumar Narayanrao. *Mardhekararhi saundryashastra va kavya : Tulnatmak adhyayan*. Nagpur.

2. Pandharipande, Chandrakant Prahlad. *Sudharanvad va rashtravad yancha adhunik Marathi kavitevar parinam isvi 1885 to 1920*. Nagpur.

#### Tamil

1. Jagadeesan, Usha. *A study of myths pertaining to Murugan in Tamil literature and tradition*. Delhi.

#### Kannada

1. Hatti, Channahasappa Gurubasappa. *Bharatesh vaibhava : Sanskritika adhyayana*. Karnatak.

2. Kulkarni, Srinivas Ananthrao. *Natakakar Kailasam*. Karnatak.

3. Malagatti, Aravind Yallappa. *Uttara Karnatakada janpad atagalu*. Karnatak.

4. Patil, Shivagouda Balagouda. *Rattai kalada sanskritika adhyayana*. Karnatak.

#### History

1. Halakatti, Satyaveeradevaru Prabhulingappa. *Kannatak Andhra relations : A cultural study from proto-historic period to C 10th C—A D*. Karnatak.

2. Harinarayanan, A. *The role of press in the freedom struggle in the Madras Presidency, 1920-1942*. Jammu.

3. Hudson Retnaraj, G. *History of Malabar from 1919 to 1947*. Madurai.

4. Jha, Laxmi Dhar. *Dakshin Kaashul ke abhilekhan ka sanskritik anusheelan : Piarambh se barahveet. shatabadi tak*. Ravishankar.

5. Lanjwar, Vijay Manoharrao. *Cave paintings at Panchmarhi*. Nagpur.

6. Lohar, Manohar Appana. *Trade and commerce in Western India of 17th century*. Shivaji.

7. Sema, Vihuli. *The American Baptist Mission and the Nagas*. NEHU.

8. Virendra Narain. *Foreign policy of Bangla Desh, 1971-1981 : The context of national liberation movement*. Rajasthan.

## Geography

1. Chandraker, Indraman Singh. *Integrated area development plan of the Balod Block : A geographical approach*. Ravishankar.
2. Jagat Singh. *Sabargarh Vikas Khand : Krishi vikas e-am nityojan ka bhaugolik adhyayan*. Jiwaji.

3. Kabbur, Nagappa Gadigeppa. *Some aspects of landuse and settlement geography of Coastal Karnatak*. Kāṛṇātak.
4. Verma, Anusuiya. *Population geography of Sonath Basin*. Ravishankar.

## ADDITIONS TO AIU LIBRARY

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## UNIVERSITY OF POONA

Ganeshkhind, Pune-411 007

### CENTRE OF ADVANCED STUDY IN SANSKRIT

Applications are invited for the award of Research Associateship in the Centre of Advanced Study in Sanskrit, University of Poona so as to reach the Director, C.A.S.S. not later than **15th August, 1986**.

"One post of Research Associate in the Scale of Rs. 700-40-1100 (tenure post) plus allowances as per University rules".

The prescribed form of application can be had from the Registrar, University of Poona, Pune 411 007, on payment of Rs. 10/- plus Rs. 1.50 for postage.

**REGISTRAR**

# CLASSIFIED ADVERTISEMENTS

## ADMISSIONS

### INDIAN SCHOOL OF MINES

DHANBAD-826004

No. 614001/86

Dated: July 4, 1986.

#### NOTICE FOR ADMISSION TO M. TECH/DISM PROGRAMME

Applications are invited for admission to the following Postgraduate programme commencing on 20-10-1986 at ISM, a deemed University since 1967 under the UGC Act.

#### M. Tech/DISM in Engineering Disciplines

M. Tech programme in engineering subjects at ISM, in common with other Universities, are of 3 semester duration. A unique feature at ISM, however, is the award of a postgraduate DIPLOMA OF INDIAN SCHOOL OF MINES (DISM) on completion of the first two semesters. The third semester (for project work) leading to award of M. Tech can be pursued either in the institutions or on job at respective places of work.

Discipline	Eligibility Qualification B. Tech or equivalent degree in
1. Mineral Engineering (15 Seats)	Fuel/Chem/Met/Min. Engg. OR M. Sc. in Mineral Processing or equivalent; M Sc. Applied Geology or equivalent with mathematics at B.Sc. level.
2. Industrial Engineering and Management (15 Seats)	Any branch of Engg. with at least six months industrial training experience.
3. Open Cast Mining(*) (10 Seats)	Min. Engg/Min. Mach/Civil/Elec/ Mech Engg. OR M. Sc. or equivalent in Applied Geology with one year approved experience in open cast mines.

(\*) For OCM programme, there will be an additional bridge semester for candidates with qualifications in Civil/Elec/Mech. Engg/App. Geology. Graduates of Mining Engineering and Mining Machinery may have to undergo some training in Open Cast mines during this period, if required. One year's experience in open cast mines will be necessary for all applicants other than with Min Engg and Min Mech background.

4. Mining Engineering with specialisation Mining Engg.  
in :  
(i) Mine Planning and Design  
(ii) Rock Mechanic  
(iii) Mine environment

each of the programmes may be called for interview, if required for non-GATE qualified candidates.

4. The candidates called for interview will be paid to and fro second class railway fare by the shortest route.

5. In each programme, fifteen percent of the seats for Scheduled Caste and 7.5 percent for Scheduled Tribe candidates are reserved if available, otherwise they are treated as unreserved. They will be considered for admission provided they satisfy the minimum qualification requirement.

6. Sponsored candidates will also be considered for M. Tech/DISM courses, for whom GATE is not required.

7. The School may select applicants without GATE qualification to fill up vacant seats if any. But they shall not be eligible for obtaining GOI P.G. Scholarship, and shall pay all tuition fees and contingent expenses, as may be required.

8. Other things being equal, preference shall be given to sponsored candidates. Sponsorship in this context means retention of lien on post and grant of suitable allowance by the concerned organisation. Application of these candidates should carry endorsement to this effect from the employer

9. Sponsored candidates will not be required to produce GATE Score and will also not be eligible for Scholarship.

10. Courses where the number of students registered fall down below four may not be run.

#### How to Apply

Candidates may send a request for application form on plain paper to Dy. Registrar (Academic), Indian School of Mines, Dhanbad - 826004, enclosing a crossed Indian Postal Order of Rs. 6/- only payable to REGISTRAR, INDIAN SCHOOL OF MINES, DHANBAD - 826004 and a self addressed envelope of size 23 x 10 c.m. The intended programme of study should be clearly indicated in their request and also superscribed on the envelope. Application form can also be obtained personally from the Academic Section. Please note that each programme for study requires a separate application.

Applications on prescribed forms should reach the Dy. Registrar, Indian School of Mines, Dhanbad - 826004 by 30th August, 1986 at the latest.

#### General Information

1. Selection will be normally made from candidates having valid GATE Score.

2. For the award of Scholarship applicants must have a valid GATE score.  
3. A selected number of candidates for

S.P. Varma  
REGISTRAR

UNIVERSITY NEWS, AUGUST 8, 1986

# APPOINTMENTS

## KARNATAKA REGIONAL ENGINEERING COLLEGE SURATHKAL (D.K.)

P.O. SRINIVASNAGAR-574157, KARNATAKA STATE

### NOTIFICATION

Applications are invited for the award of 2 Ph. D. Fellowships, one each in the Departments of (i) Applied Mechanics and Hydraulics (ii) Mathematics.

Duration of Fellowship : Three years with a possibility of Extension.  
Value of the Fellowship : Rs. 1,200/- per month and contingent grant of Rs. 3,000/- per annum

Essential Qualifications : One of the following.  
(i) M.E./M. Tech. in Civil Engineering with specialisation in Ocean Engg. Or Hydraulics or Water Resources Engineering.  
(ii) M.Sc., (Applied Mathematics) with a pass in All India test conducted by I.I.T's under the scheme of CERA-UGC for award of Senior Research Fellowship.

Fields of Study available : (a) Department of Applied Mechanics and Hydraulics:  
(i) Coastal Processes  
(ii) Marine Geotechnique  
(iii) Ground Water Engineering  
(iv) Hydrology and Water Resources.  
(b) Department of Mathematics :  
Fluid Mechanics, Numerical Analysis, Function Theory.

Last date for receipt of applications. Applications on plain paper containing the complete Biodata of the applicant, accompanied by supporting documents should reach the undersigned not later than 30-8-1986.

Candidates called for interview will appear for the interview at their own cost.

Dr. T. Ramchandran  
PRINCIPAL

## THE UNIVERSITY OF BURDWAN

RAJBATI : BURDWAN  
WEST BENGAL

Advertisement No. 2/86-87  
Dated : 21st July, 1986

Applications in the prescribed form are invited for the following posts in the approved scales of pay of Rs. 1200-50-1300-60-1900/- and Rs. 700-40-1100-50-1600/-. The posts carry dearness and

other allowances and pensionary benefits according to the rules of the University.

(1) Secretary for the Faculty Council for Post-Graduate Studies in Arts, Commerce, Law, Fine Arts and Music (Rs. 1200-1900/-) One Post

(2) Secretary for the Faculty Council for Post-Graduate Studies in Science and

for the Faculty Council for Post-Graduate Studies in Engineering and Technology (Rs. 1200-1900/-) One Post.

(3) Secretary for the Council for Under-

Graduate Studies in Arts, Science, Commerce, Law, Fine Arts and Music and

Council for Under-Graduate Studies in Engineering and Technology and Council for Under-Graduate Studies in Medicine. (1200-1900/-) One Post.

(4) Assistant Controller of Examinations (Rs. 700-1600/-) One Post.

### Educational Qualifications and Experience

For Posts 1, 2, and 3 above

(a) Essential

(i) Uniformly good academic record with a B+ Master's Degree or its equivalent.

(ii) At least 10 years' experience in a position involving supervision, control and planning of Examinations, administration of Colleges or in an Institute of Higher Learning or Government or other academic bodies. At least 5 years of the 10 years' experience should be in higher position of high level administration.

(iii) Age not less than 35 years. Relaxable in case of exceptionally qualified candidates.

(b) Desirable

(i) A Doctorate Degree or published paper of high standard;

or

(ii) Experience of at least 10 years' in a fairly senior position in any academic Institution like a College or a University or a research organisation.

For Post 4 above

(a) Essential

(i) Uniformly good academic record with a B+ Master's Degree or its equivalent.

(ii) At least 10 years' experience in a Supervisory capacity in a University or a Research Institute or a Government/Quasi-Government organisation.

(iii) Age not below 30 years. Relaxable in case of exceptionally qualified candidates.

(b) Desirable

(i) A degree in Business Management or Law or Statistics or Planning.

(Note : Qualification of Master's Degree may be relaxed in the case of candidates possessing uniformly good academic record with at least 7 years' experience as Superintendent or in equivalent post in a University. In that case, the performance records of such candidates for 7 years will also be examined).

The choice of the Selection Committee may not necessarily be confined to those who apply formally.

For application forms and other informations, apply to the Registrar, University

of Burdwan, Rajbati, Burdwan with a Self-addressed stamped (0.80p.) envelope (9" x 4").

Last date of submission of application with the requisite fee of Rs. 5/- is August 16, 1986.

P. Banerjee  
REGISTRAR

## UNIVERSITY OF CALICUT

CALICUT UNIVERSITY P.O. 673 635

No. Ad. F1/8213/85 Dated 23rd July, 1986

### Vacancy Notification—Extension of Last Date

The last date for receipt of application for the various teaching posts notified in Notification No. Ad.F1/8213/85 dated 9-5-1986 of this University has been extended to 30.8.1986 in the case of all candidates (i.e. including candidates applying from abroad).

REGISTRAR

## REGIONAL ENGINEERING COLLEGE

SILCHAR

Advertisement No. 3/86

Applications are invited for the following posts :

(1) Registrar—1 in the Scale of Pay of Rs. 1100-50-1600/- p.m.

(2) Librarian—1 in the Scale of Pay of Rs. 700-40-900-EB-40-1100-50-1300/-p.m. 1

### Requisite qualification and experience for the Post of Registrar

**Essential :** A Bachelor's degree in Arts, Science, Commerce, Engineering or technology with at least 10 (ten) years experience in responsible administrative post in any Govt. Department, University or a College.

**Desirable :** A good knowledge in academic affairs and accounting procedure in an established educational Institution of degree level.

### Requisite qualification and experience for the Post of Librarian

**Essential :** A degree of M.A./M.Sc./ M. Com. with a diploma in Library Science or B. Lib. Science.

**Desirable :** Previous experience of Library works.

Application in plain paper (typed) giving

full bio-data, details of present emoluments showing the pay scale, present basic pay, D.A. and other allowances together with a passport size photograph and I.P.O. of Rs. 10/- (Ten) only (Rupees five only for the candidates belonging to SC/ST) should reach the Principal, Regional Engineering College, Silchar-788010 by 25th August 1986. The candidates already in service should apply through proper channel.

Those candidates who applied for the post of Registrar earlier against our advertisement No. 6/84 need not apply afresh.

2nd Class railway fare by the shortest route will be admissible to the candidates for to and fro journey for appearing in the interview. D.A. will not be admissible.

PRINCIPAL

## HIMACHAL PRADESH UNIVERSITY

SHIMLA-171005

### RECRUITMENT BRANCH

Advertisement No. 18/86

Applications are invited (on prescribed form) for the following posts so as to reach the Section Officer, Recruitment Branch, H.P. University, Shimla-171005, alongwith a crossed Indian Postal Order of Rs. 10/- (Rs. 5/- for SC ST) payable to the Finance Officer, by the August 14, 1986.

### A. Lecturers in the H.P. University Evening College :

1. English—1
2. Hindi—1
3. Public Administration—2
4. Commerce—1
5. Sanskrit—1

### Qualifications

For Sr. No. 1, 2 and 3 as prescribed by the University Grants Commission for the post of Lecturers for Post-graduate Classes.

For Sr. No. 4 and 5 as prescribed by the University Grants Commission for the post of Lecturers for Degree Classes.

**Pay Scale :** Rs. 700-1600.

**B. Project Officer** (Population Education Scheme of the University Grants Commission (Temporary post, likely to continue upto 31-3-1995) in the pay scale of Rs. 700-1600.

### Essential Qualifications

(i) Good academic record in the subject of Adult/ Continuing/ Community/ Extension Education/ Community Development

from a recognised Indian University or an equivalent degree from a Foreign University.

(ii) M. Phil or Ph.D. in a subject related to adult learning or Ph.D. in a subject under Social Sciences or Education or Evidence of published learning materials and learning resources on areas listed in (i) above or publishing research in any of the relevant area/areas indicated above.

OR

(i) Good academic record in Social Sciences/Social Work/Humanities/Education/ Sciences/ Home Science.

(ii) Post Master's diploma in Adult and Continuing Education from a recognised Indian University or an equivalent diploma/ degree from foreign University.

(iii) M. Phil or Ph.D. in a subject related to adult learning or a Ph.D. in a subject under Social Sciences or Education or Evidence of published learning materials and learning resources on areas listed in adult/ continuing/community/extension education/ community development or published research in any of these areas.

### Desirable

Two years experience of field work on a subject having bearing on Adult/Continuing/ Extension/ Community, Non-formal Education/ Community Development.

OR

Two years teaching experience in the subject of Adult and Continuing Education at Graduate/Post-Graduate levels.

### Explanation

For determining "good academic record" the following criteria shall be adopted :

(i) A candidate holding a Ph.D./M.Phil degree should possess atleast a second class Master's degree; or

(ii) A candidate without a Ph.D. degree should possess a high second class Master's degree and second in the Bachelor's degree; or

(iii) A candidate not possessing Ph.D. degree but possessing second class Master's degree should have obtained first class in the Bachelor's degree.

Provided that if the selection committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard, it may relax any of the qualifications prescribed under (i) above.

Candidates already in service should send their applications through proper channel. An advance copy, however, may be sent direct.

Candidates called for interview will have to come to the place of the interview at their own expenses and bring with them their original research papers, degrees and certificates etc. for verification.

UNIVERSITY NEWS, AUGUST 8, 1986



The University reserves the right to negotiate with suitable person or persons, if necessary, who may not have applied formally.

The University also reserves the right to fill up or not to fill up the posts or to call only selected candidates for interview. The number of posts likely to be filled may vary.

#### Note

(i) Applications form can be obtained from the Section Officer, Recruitment Branch, H.P. University, Shimla-171005 personally on payment of Rs. 2/- or by making a written request to him accompanied by self-addressed envelope of 23x10 cms. with postage stamps affixed worth 0.80 paise and a postal order of Rs. 2/- only drawn in favour of the Finance Officer.

(ii) Applications received on plain paper, applications not in conformity with the requirements as specified in the application form and applications received after the last date will not be entertained and no correspondence will be entertained in this regard.

(iii) A person applying for more than one post should send a separate application for each post.

A.R. Chauhan  
REGISTRAR

### MANIPUR UNIVERSITY

#### CANCHIPUR : IMPHAL

#### ADVERTISEMENT NO. MU/4-16/81/FCY

Dated, the 25th July, 1986

Applications are invited for 1 (one) post of Associate Professor in History with specialization in Medieval Indian History in the scale of pay of Rs. 1200-50-1300-60-1900.

The candidate shall have : (a) Good academic record with a doctoral degree or equivalent published work in the relevant field. Evidence of being actively engaged in (i) research or (ii) innovation in teaching methods or (iii) production of teaching materials.

(b) About five years' experience of teaching and/or research provided that at least three of these years were as Assistant Professor/Lecturer or in equivalent position.

(c) This condition may be relaxed in the case of candidates with outstanding record of teaching/research.

Candidates invited for interview will be given second class railway fare as TA from the place of origin to Calcutta or Gauhati and air fare from Calcutta or

Gauhati to Imphal as the case may be, for both ways, on production of travel documents.

#### How to Apply

Applications, on plain papers (in duplicate) with attested copies of certificates in support of qualifications and experiences showing candidates' name; father's name; academic and professional attainment; experience; field of specialization; publications (reprints to be enclosed); research projects undertaken; details of visits to foreign countries and the assessment reports from at least two persons well acquainted with the candidate's professional work should reach the Registrar, Manipur University, Imphal-795003 on or before 25th August, 1986.

Applications received late or incomplete in any respect may not be entertained. Persons already in service must apply through their employers so as to reach this office on or before the last date fixed. No application will be considered for interview unless he/she produces a "No Objection Certificate" from his/her employer at the time of interview.

Retired persons who have not attained the age of 62 years may also apply for appointment on contract basis. It will be opened to the University to consider names of suitable candidates who may not have applied.

REGISTRAR

## ASSOCIATION OF INDIAN UNIVERSITIES

AIU HOUSE, 16 KOTLA MARG, NEW DELHI-110002

Applications from Indian Citizens are invited for the following posts in the prescribed form available on payment of Rs. 2/- from the office of the Association :

1. **Asstt. Accountant** : Scale of pay Rs. 650-960 : One :  
1st class or high second class Commerce graduates. Should have passed at least Intermediate exam. of Chartered Accountants/Cost and Works Accountants of India, with at least 5 years supervisory experience. Persons with Computer Accounting experience will be preferred.
2. **Asstt. Section Officer** : Scale of pay Rs. 650-960 : One :  
Graduate with at least 5 years experience as a junior executive in University/ Govt. Office/ Research Establishment/ Autonomous Organisation. Persons with experience of organising meetings/seminars/symposia/Documentation and publication work will be preferred.
3. **Professional Assistant** : Scale of pay Rs. 550-900 : One :  
Candidates should possess a first or second class Master's Degree in one of the Social Sciences and a Master's Degree in Library/Information Science. Experience in Documentation will be preferred.
4. **Assistant** : Scale of pay Rs. 425-800  
Graduate with at least five years experience in Educational Institutions/Govt. Autonomous Organisation. Experience in noting, drafting, maintenance of accounts/records of sales publications will be preferred.
5. **Stenographer** : Scale of pay Rs. 425-800 : One  
Graduate with at least five years experience as a Junior Stenographer. Candidates should have a speed of 120 wpm/ 60 wpm in Shorthand and typing respectively.
6. **Lower Division Clerk** : Scale of pay Rs. 260-400  
Higher Secondary with typing speed of 40 wpm. Preference will be given to those having office experience and knowledge of shorthand.
7. **Library Attendant** : Scale of pay Rs. 210-270 : One :  
Candidate should have passed higher secondary examination and certificate in Library Science in first or second division. Experience of working in a library will be preferred.

All posts carry usual allowances generally at the Central Govt. rates. Relaxation in any of the requirements may be made in exceptional cases. The Association reserves the right not to fill up any of the vacancies advertised if the circumstances so warrant. Canvassing in any form by or on behalf of a candidate will be a disqualification.

Applications complete in all respects should reach the office by 15th September, 1986. Applications received after the last date or without complete information may not be entertained. SC/ST/Ex-servicemen will be given preference.



## ANARAS HINDU UNIVERSITY

Erratum to Advertisement No. 1/1986-87

The last date for receipt of applications for various posts advertised vide Advertisement No. 1/1986-87 has been extended to 18th August, 1986.

## MOTHER TERESA WOMEN'S UNIVERSITY

KODAIKANAL 624 102

### NOTIFICATION NO. 19

Wanted immediately applications from women candidates for the following posts :

- (1) PROFESSORS for Education, Family Life Management, Historical Studies and Sociology.
- (2) READERS for Family Life Management, Sociology and Tamil.
- (3) LECTURERS for Economics, Education, English, Family Life Management, Historical Studies, Sociology and Tamil.

#### Qualifications Essential

##### (1) Professor

- (1) I or II Class M.A. with not less than 50% marks.
- (2) Ph.D. in the concerned subject.
- (3) Knowledge of Tamil is essential.
- (4) An Eminent Scholar with published work of high quality actively engaged in Research, 10 years experience of teaching and/or Research, Experience of guiding research at Doctoral level.

OR

An outstanding scholar with established reputation who has made significant contribution to knowledge.

Age : Should have completed 35 years but not 50 years. Relaxable if otherwise well qualified.

Scale of Pay : Rs. 1,500-60-1,800-100-

##### (2) Reader

- (1) I or II Class M.A. with not less than 50% marks.
- (2) Ph.D. in the concerned subject.
- (3) Knowledge of Tamil is essential.
- (4) Good academic record with a doctoral degree or equivalent published work. Evidence of being actively engaged in (i) Research or (ii) production of teaching materials, or (iii) innovation in teaching methods.

About 5 years experience of teaching and/or research provided that at least three of these years were as Lecturer or in an equivalent position.

This condition may be relaxed in the case of candidates with outstanding research work.

Age : Should have completed 30 years but not 45 years. Relaxable if otherwise well qualified.

Scale of Pay : Rs. 1,200-50-1,300-60-1,900.

##### (3) Lecturer

- (1) A Doctoral Degree or research work of an equally high standard; and
  - (2) Good academic record with at least second class with 50% marks.
- Master's Degree in a relevant subject—from an Indian University or an equivalent degree from a Foreign University.
- (3) Knowledge of Tamil is essential.
  - (4) Having regard to the need for developing inter disciplinary programmes, the degrees in (a) and (b) above may be in relevant subjects.

Age : Should have completed 25 years but not 35 years.

Scale of Pay : Rs. 700-40-1,100-50-1,600.

Applications in the prescribed form can be obtained from the Registrar, Mother Teresa Women's University, Kodaikanal on sending a Postal Order for Rs. 15/-. Filled in application should reach the undersigned on or before the 16th of August, 1986.

Dr. Sathyavathi Manuel  
REGISTRAR

## ANNAMALAI UNIVERSITY

### ADULT EDUCATION CENTRE

Annamalainagar

APPLICATIONS are invited in the prescribed form for filling up the post of Assistant Director (Co-ordinator) for Adult Education Scheme. Application forms can be had from the undersigned on payment of Rs. 10/- (not refundable) by cash/by money order/by postal order. Filled in applications (with 5 additional copies) should reach the undersigned on or before 17-8-86.

#### ASSISTANT DIRECTOR (COORDINATOR)

##### Scale of Pay :

Rs. 1200-50-1300-60-1900 with usual allowances.

##### Essential

- (i) Good academic record in the subject of Adult/ Continuing/ Community/ Extension Education/ Community Development from a recognised Indian university or an equivalent degree from a foreign university
- (ii) M. Phil. or a Ph.D. in a subject related to adult learning or a Ph.D. in a subject under social sciences or Education/ Evidence of published learning materials and learning resources on areas listed in (i) above or published research in any of the relevant area/ areas indicated above.

OR

- (i) Good academic record in the subject of Social Sciences/ Social work/ Humanities/ Education/ Sciences/ Home Science.
- (ii) Post Master's diploma in Adult and Continuing Education from a recognised Indian University or an equivalent diploma/ degree from a foreign university.
- (iii) M. Phil. or a Ph.D. in a subject related to adult learning or a Ph.D. in a subject under Social Sciences or Education or Evidence of published learning materials and learning resources in adult/ continuing/ community/ extension education/ community development or published research in any of these area/areas.

Those who are in service should route their applications through proper channel.

R. Rajamanickam  
REGISTRAR

# THE UNIVERSITY OF BURDWAN

RAJBATI : BURDWAN (WEST BENGAL)

Advertisement No. 3/86-87

{Dated : July 21, 1986

Applications in the prescribed form are invited for the following posts in the approved scales of pay viz. Professor Rs. 1500-60-1800-100-2000-125 / 2-2500/-; Reader — Rs. 1200-50-1300-60-1900/- and Lecturer—Rs. 700-40-1100-50-1600/- plus dearness and other allowances and Pensionary benefits according to the Statutes of the University.

A. Professor of Hindi ..	One post
B. Professor of Sanskrit ..	One post
C. Professor of Law ..	One post
D. Lecturer in Geography ..	One post (Lien Bound)
E. Lecturer in Law ..	One post
F. Part-time Lecturer in Zoology ..	One post

## Department of Post-B.Sc. Diploma in Computer Science

G. Reader ..	One post
H. Lecturer ..	Two posts

## Monthly honorarium for Part-time Lecturer

Rs 150/- per month plus conveyance allowances as admissible under the rules of the university.

## Minimum Qualification : For Professorship

An eminent scholar with published work of high quality actively engaged in research. About ten years' experience of teaching and/or research. Experience of guiding research at doctoral level.

Or

An outstanding scholar with established reputation who has made significant contribution of knowledge.

## For Readership

Good academic record with a doctoral degree or equivalent published work. Evidence of being actively engaged in (i) research or (ii) innovation in teaching methods, or (iii) production of teaching materials.

At least five years' experience of teaching and/or research provided that at least three of these years were as Lecturer or in an equivalent position.

This condition may be relaxed in the case of candidates with outstanding record of Teaching/Research.

## For Lectureship

(a) A Doctor's Degree or Research work of an equally high standard; and

(b) Good academic record with at least Second Class (C in the seven point scale) Master's Degree in a relevant subject from an Indian University or an equivalent degree from a foreign University.

Having regard to the need for developing interdisciplinary programmes, the degrees in (a) and (b) above may be in relevant subjects.

## Department of Post-B.Sc. Diploma in Computer Science

## For G : Essential Qualifications

M.Sc. in Electronics/ Physics/ Mathematics/ Statistics/ Computer Science of M. Tech./ M.C.A./ M. Phil. in Computer Science with 5 years experience in Computer software/ Hardware and a uniformly good academic career.

## Desirable Qualifications

Ph.D. degree and /or knowledge in both software and hardware, handling of communication problems.

## For H : Essential Qualifications

M.Sc. in Electronics/ Physics/ Mathematics/ Statistics/ Computer Sciences Or M.Tech./ M.C.A./ M. Phil. in Computer Science with 2 years' experience in Computer software/hardware and a uniformly good academic career.

## Desirable Qualifications : Specialisation or proficiency

For A : Any branch of the subject

For B : Any branch of the subject

For C : (i) International Law; (ii) Urban and Planning Laws; (iii) Public Economic Laws; (iv) Comparative Business Laws with special reference to European Economic Community (both institutional and derivative); (v) Business Laws.

For D : Any branch of the subject

For E : (i) Fiscal Laws ; (ii) Environmental Law; (iii) Human Rights Law and Laws

on Public Liberties; (iv) Land Laws and Land dislections; (v) Local Self Government and Laws of Construction.

For F : Cyto-genetics (Molecular Biology)

The Executive Council may, on the recommendation of the appropriate Selection Committee, relax any of the aforesaid requirements in the case of Lecturers as per provisions of the statutes in view of the candidate's specialised knowledge in the subject. The choice of the Committee may not necessarily be confined to those who apply formally. Higher initial pay may be considered in appropriate case.

For application forms and other particulars please apply to the Registrar, University of Burdwan, Rajbati, Burdwan with a self-addressed stamped (0.80p.) envelope (9" x 4").

Last date for submission of application with the requisite fee of Rs. 5/- is August 16, 1986.

I. Banerjee  
REGISTRAR

## INTERNATIONAL INSTITUTE FOR POPULATION SCIENCES

(Deemed University)

Govandi Station Road, Deonar,  
Bombay 400088

Applications are invited for the following posts :

## 1. SYSTEM MANAGER—(One)

Scale of Pay : Rs. 1100-50-1600 (to be revised). Qualifications : Essential : (i) Master's degree in Computer Science/ Computer Application of a recognised University or equivalent.

OR

A degree in Engineering or Master's degree in Mathematics/ Statistics/ Operation Research of a recognized University or equivalent with a post-graduate diploma in Computer Science.

(ii) 5 years experience in Statistical/ Data Processing Work, including about 3 years experience in Programming/ System Design on an Electronic Computer. Desirable : Knowledge of Computer Programming in FORTRAN/COBOL/ BASIC.

Age : Not more than 40 years.

**2. SYSTEM ANALYST—(One)**

Scale of Pay : Rs. 700-40-900-EB-40-1100-50-1300 (to be revised).

**Qualifications : Essential :** (i) Master's degree in Computer Science/Computer Application of a recognized University or equivalent.

OR

A degree in Engineering or Master's degree in Mathematics/Statistic/Operation Research of a recognised University or equivalent with a post-graduate Diploma in Computer Science.

(ii) 3 years experience of Electronic Data Processing Work including 2 years experience in actual programming.

**Desirable :** Knowledge of Computer Programming in FORTRAN/COBOL/BASIC.

Age : Not more than 35 years.

**3. PROGRAMMER—(Two)**

Scale of Pay : Rs. 650-30-740-35-810-EB-35-880-40-1000-EB-40-1200(to be revised)

**Qualifications : Essential :** (i) A degree in Science, Statistics/Mathematics of a recognized University or equivalent with a Certificate in Programming from a recognized institution.

(ii) 3 years experience of Electronic Data Processing Work. **Desirable:** Knowledge of Computer Programming in FORTRAN/COBOL/BASIC.

Age : Not more than 30 years.

**4. CONSOLE OPERATOR—(Two)**

Scale of Pay : Rs. 550-25-750-EB-30-900 (to be revised)

**Qualifications : Essential :** (i) A pass in S.S.C. examination or equivalent. (ii) One year's experience of Data Processing Work.

Age : Not more than 30 years.

The posts carry dearness and other allowances as admissible to Central Government employees of equivalent grade stationed in Bombay. The posts are temporary but are likely to continue. Applications stating age, qualifications, experience, research work, publications etc., wherever applicable, should reach the Administrative Officer latest by 8th September 1986. The candidates working in Government or semi-government organizations should send their applications through proper channel.

S. Mukerji  
Ag. DIRECTOR

**INDIAN INSTITUTE OF TECHNOLOGY, BOMBAY**

P.O. IIT, POWAI, BOMBAY-76

ADVERTISEMENT No. C-70/86

Applications on plain paper are invited for the following permanent post at the Computer Centre of this Institute. Persons employed in Government/Semi-Government Organisations or Educational Institutions should apply through proper channel. The posts carry allowances such as D.A., H.R.A. as per rules of the Institute which at present correspond to those applicable to the Central Government employees stationed at Bombay. Depending on qualifications and experience, a higher salary may be offered.

The Institute has a number of mini and micro-computing facilities. A fourth generation main frame Computer System (Cyber-180/840) is also being installed at the Computer Centre which looks after the computing requirements of the Institute and other organisations. With the Cyber-180/840 Computer System, the Computer Centre will be one of the most modern and sophisticated Centres in India.

**Systems Manager**

The incumbent will either be appointed in the pay scale of Rs. 1500-60-1800-100-2000 or Rs. 1500-60-1800-100-2000-125/2-2500 depending on the qualifications and experience of the candidate.

Total emoluments on the minimum of the scale } Rs. 3245/-  
excluding H.R.A.

**SYSTEMS MANAGER** will be responsible for the overall management of the Computer Centre and will assist the Head, Computer Centre in planning and management of the various facilities at the Centre. Specifically, his responsibilities include:

- Supervision of all the operational and maintenance requirements of the Centre.
- Interaction with the Computer users.
- Regular performance monitoring and turning of the system(s) available at the Centre.
- Software acquisition and installation.
- Software development and maintenance.

- Planning and conducting short-term courses primarily for the Computer users.
- Planning and preparing relevant documentations for the Computer users.
- Attending to any other duties/responsibilities as may be assigned by the authorities of the Institute and the Head of the Computer Centre.

The **SYSTEMS MANAGER** will lead a team of Software Engineers and Operational staff and he may be provided with accommodation on priority basis and on payment of licence fee as per the rules of the Institute.

**Qualifications**

- M.E./M. Tech. / B.E. / B. Tech. in Computer Science or in any field of engineering with good academic record;

OR

- M.Sc. in Computer Science, Mathematics/Physics with good academic record

**Experience**

The candidates should have at least 10 years of relevant experience, out of which not less than 3 years should be in systems programming and at least 2 years must be in a supervisory position. Some exposure to the internals of a contemporary operating system is essential. Experience with a large time-sharing Computer facility is desirable.

Age Limit : Not exceeding 40 years.

Candidates who possess the requisite qualifications and experience may apply stating full name and address, date of birth, details of academic qualifications and experience with copies of certificates, testimonials, list of publications, if any, and the names of three referees with their postal addresses to the Registrar, Indian Institute of Technology, Powai, Bombay - 400 076, on or before 31st August, 1986 along with a crossed postal order for Rs. 7.50. The candidates belonging to SC/ST communities need not send a postal order.

Those who applied in response to this Institute's previous advertisement No. C-42/86 need not apply.

REGISTRAR